



Ipswich Preparatory School Behaviour Policy (including EYFS)

Aims

- to reflect the Christian ethos and values of the school
- to provide clearly defined limits that are easily understood by pupils, staff, parents and Governors.
- to aid all staff in the management of behaviour.
- to extend a quality of care, to all those who work and learn in the school environment, which enables all to achieve their full potential.
- to promote an attitude of mutual respect and responsibility

Principles

The policy is to be:

- clear, fair and enforceable
- fully supported by staff, parents and Governors

Courtesy, good manners, respect and consideration for others, together with self-discipline, are important aspects of a child's education. At Ipswich Preparatory School the children are encouraged to treat others as they would wish to be treated themselves. *The school recognises that bullying is serious and has a separate Anti-Bullying Policy.*

We wish:

- to provide children with a friendly environment in which they are valued and trusted and are encouraged to develop individual self-esteem.

Happy children at school make the most of the learning process and remain motivated to continue learning all their lives. We wish our school to be orderly and disciplined, both inside and outside the classroom and for all pupils to share a quiet purpose in their lessons.

Every community needs a simple set of guidelines to make clear the expected level of behaviour and the sanctions for those who break the code. These guidelines are regularly considered and discussed by staff. All the children are encouraged to consider moral issues and behaviour and to develop their own positive response, in whole school assemblies and in Personal and Social Education (PHSE) curriculum time. Parents are informed about the contents of the behaviour policy and are expected to support staff in maintaining discipline.

Reinforcing Good Behaviour

Good behaviour encompasses politeness, courtesy, thoughtfulness towards others, respect for all adults and children and care of the school environment. This is the norm in our school. We expect to hear "Please, Thank you, Sorry and Excuse Me", as appropriate, from both children and adults.

Wherever possible we seek to act positively, to celebrate and reward children's good behaviour.

In Upper Prep (KS2), a code of conduct operates; this was drawn up by the children and staff. Every classroom has a copy of the code displayed so that it can be referred to by pupils and staff. In addition to this code each class also has its own *classroom rules* drawn up by the pupils within the form and *lunchtime rules* which were drawn up by the School Council. These are also displayed and referred to.

In the Early Years Foundation Stage and Lower Prep (KS1) children follow "The Golden Rules" and "The Golden Rules for Playtime". These form the basis of the code of conduct for these children.

Copies of the "Golden Rules" and "Our Rules" are in the appendix to this document.

A) Approach in Reception - Yr 2 for reinforcing good behaviour:

Housepoints are awarded for good and caring behaviour. These are given by all staff (teachers, support staff or administrative staff) at the time the good, caring behaviour is seen, in order to have immediate and maximum impact. These are given in the form of coloured 'tokens' which are posted, by the child, into a house collection box. Once a week, the house point tally for the previous week is announced in assembly and the Lower Prep house trophy receives a ribbon of the appropriate house colour. Housepoints are also given

Howdy Points are used at times of the year when staff feel there is a need to improve the use of general manners. These are a separate collection of counters from house points and are collected weekly by house captains. The winning house receives additional house points towards their total. Howdy points are awarded for displaying good manners such as using the phrases "Please, Thank you, Sorry and Excuse Me" appropriately, holding doors open, random acts of kindness and for general good manners. The Howdy Point System is used for short period when we need to have a push to remind children and positively reward children displaying good manners and for being good role models.

Badges and stickers are awarded during 'Golden Assembly'. Special status is given to such badges and they are used to promote discussion on positive behaviour and effort.

Pupils can earn stamps for displaying the School Learning dispositions. These are encouraged across all areas of School life and if a pupil achieves all five learning stamps then they will receive a house point for each stamp and an extra five house points for collecting all five stamps.

Certificates are awarded at the end of each term to pupils who have been courteous, kind, caring and responsible members of the community. These pupils are nominated by staff and presented during the last assembly of the term.

Early Years children are rewarded for good behaviour within the early years with such things as star charts. Young children live in the present and therefore need praise immediately for their good behaviour choices. We believe children progress and flourish best when their personal, social and emotional needs are met appropriately and when there are clear expectations. It is important that young children learn to consider the views, needs and

feelings of others. It is also important that young children learn the impact their behaviour has on others. These key points are developmental milestones achieved through support, encouragement and positive role modelling from those adults around them.

In KSI, children end the week with Golden Activity Time; this is an opportunity to reward hard work and good behaviour by allowing the children a session of free play with toys of their choice, and to take part in a chosen activity session.

A Headteacher's Award may be awarded for an exceptional piece of work or behaviour. The certificate is given out in assembly so that the child's effort is recognised. Pupils are recommended by class teachers for this award.

B) Approach in KS2 for reinforcing good behaviour

House points are awarded to children by teachers, support staff or administrative staff for a variety of reasons. They are used to reinforce good work and good behaviour and are given in the form of coloured 'tokens' which are posted, by the child, into a house collection box. 'Stamps' or stickers may also be recorded in a pupil's homework diary, thus providing a record for pupils and parents. Each week the collection boxes are emptied by the house captains and the tokens are counted. The total for each house is read out in assembly and the winning house puts a house ribbon on the mascot.

Pupils can earn stamps for displaying the School Learning dispositions. These are encouraged across all areas of School life and if a pupil achieves all five learning stamps then they will receive a house point for each stamp and an extra five house points for collecting all five stamps in a week.

Howdy Points are used at times of the year when staff feel there is a need to improve the use of general manners. These are a separate collection of counters from Housepoints and are collected weekly by House captains. The winning house receives additional Housepoints towards their total. Howdy points and M&M points are awarded for displaying good manners such as using the phrases "Please, Thank you, Sorry and Excuse Me" appropriately, holding doors open, random acts of kindness and for general good manners. The Howdy Point System is used for a short period when we need to have a push to remind children and positively reward children displaying good manners and for being good role models.

A Headteacher's Award may be awarded for an exceptional piece of work or behaviour. The certificate is given out in assembly so that the child's effort is recognised. Pupils are recommended by a member of staff (subject staff or Form Teacher) for this award. A Headteacher's Award also carries 10 house points.

The Headteacher may award a Commendation Certificate for good work or behaviour. Again, pupils are recommended for this award by staff. A Commendation Certificate also carries 5 house points.

The fortnightly Thursday Achievement Assembly may also be a time when pupils' good behaviour is acknowledged verbally by staff. This may involve a whole class or an individual. Praising good behaviour publicly in front of the pupil's peer group is a very positive way of reinforcing the importance the school places on good behaviour.

Certificates are awarded at the end of each term to pupils who have been courteous, kind, caring and responsible members of the community. These pupils are nominated by staff and presented during the last assembly of the term.

Cups and Prizes are awarded at Celebration Day for a variety of reasons and to help promote good behaviour.

Deterring Bad Behaviour – Early Years Foundation Stage

We understand that very young children are not always able to regulate their own behaviour and emotions. Young children are not yet fully developed in skills such as inhibitions and empathy which can contribute towards challenging behaviours. We recognise this and strive to create a calm, patient and positive atmosphere when supporting children in their personal, social and emotional development. In order to equip children to learn skills to manage their own behaviour, we need to promote self-esteem, confidence and competence in our children.

Rough and Tumble / Fantasy Play

We recognise young children may engage in rough and tumble play or play within aggressive themes, such as superheroes or weapons. We work with children to help them understand the boundaries of this play. We talk about right and wrong in the play through 'goodies' and 'baddies' and we tune into the context and content of the play to convert potentially harmful play into meaningful play.

Hurtful behaviour – biting and hitting

Biting and hitting are a normal developmental stage for young children who do not yet have the language or emotional skills to be able to express or manage their feelings. Such behaviour is dealt with calmly and firmly:

- the child who has bitten/hit is told calmly and firmly 'we do not bite/hit people'
- the bitten/hit child will be comforted and first aid administered if appropriate
- the child who has bitten/hit will be helped to understand the consequences of their behaviour ('that bite is hurting' 'hitting is not kind' 'you have made your friend sad')
- staff will use soothing language for the hurt child and encourage the child who has bitten/hit to give their peer a hug and to say sorry
- both sets of parents/carers will be told about the incident, with anonymity being maintained
- if behaviour occurs frequently, incidents will be recorded and we will work with parents/carers to ensure a consistent approach is maintained in order to enable the child to change the behaviour, including through additional support where required in order for a child to understand and communicate.

Deterring Bad Behaviour – for all pupils

Positive reinforcement of good behaviour is encouraged at all times to deal with situations involving poor behaviour and lack of self-control.

Bad behaviour encompasses kicking, hitting, spitting, name calling, bad language, bullying, disregard for the feelings and property of others, discrimination, rudeness towards adults

and children, the mistreatment of the school environment and any other anti-social behaviour. Any such bad behaviour will be dealt with firmly and swiftly in the following ways in which ever order is most appropriate:

- ❑ Children are reprimanded, asked to account for their behaviour and encouraged to seek ways to make amends and apologise.
- ❑ Children are moved within the classroom
- ❑ Children are removed from class to another classroom or to a member of the Senior Leadership Team
- ❑ Children are given 'Missed Play' or lose 'Golden Activity Time' depending on their year group.

Structure of disciplinary follow-up – general procedures

- ❑ Class teachers generally deal with misdemeanours using the procedures outlined above.
- ❑ More serious incidents will be reported to the appropriate Phase Leader, Head of Lower Prep, Deputy Head or Head depending on severity
- ❑ A record of the behavioural problem and the child(ren) involved will be logged using the Missed Play Form or the Pupil/Parental Concern Form on iSams (The Head will be kept informed)
- ❑ Occasionally a situation arises that needs immediate action, then the Deputy Head or the Head should be sought - Parents will usually be informed if the incident merits such action
- ❑ The Upper Phase Leader and Head of Lower Prep monitor the behaviour of children in their section by receiving notifications of incidents/ reports from iSams each day.

Minutes off Golden Activity Time

- ❑ The member of staff will warn a child who commits a minor offence that if they act in the same way again they will lose minutes from Golden Activity Time.
- ❑ The child must write their missed minutes on the class log.
- ❑ At the start of Golden Activity Time children total their missed minutes and use a sand timer to time their exclusion from play.

Missed Play

- ❑ The member of staff will warn a child who commits a minor offence that if they act in the same way again, their name and number of minutes to be missed will be entered, by the teacher, onto the Missed Play system on iSAMS.
- ❑ Missed Play is used for all children in Years 3 – 6 and for Year 2 children from the start of the Summer Term.
- ❑ The Missed Play system is now electronic and is logged on the detentions setting on iSAMS.
- ❑ Staff are responsible for ensuring that children who are put into Missed Play are entered onto the system before lunchtime on the day of the incident.

- ❑ Missed Play is supervised by the KS2 Phase Leader or a member of the Leadership Team.
- ❑ The onus is on the child to report to the non-fiction library area at 12:55pm to be met by the KS2 Phase leader or member of Leadership Team.
- ❑ The number of minutes to be missed will depend on the severity of the offence. The maximum number of minutes being 30.
- ❑ After a second 'missed play' the child has a meeting with the Deputy Head and parents are notified via a note in the child's homework diary.
- ❑ If a child is issued with three missed plays in one half of a term, he or she will report to the Head during Friday Activities and parents are sent a letter or receive a phone call from the Deputy Head.
- ❑ If poor behaviour continues a meeting will be arranged with Head, parents and pupil in order to discuss further support or action.

Support Cards

A pupil may be required to carry a report card or star chart for a given period of time to all lessons to record positive and/or negative comments. These are designed by the Form Teacher in conjunction with the Learning Enhancement Coordinator and may be monitored by the Deputy Head if deemed appropriate.

Consultations between parents and staff

Minor issues concerning pupils are usually first dealt with by the Form Teacher but other senior members of staff may become involved if deemed necessary.

Pupil Concerns

Staff who are concerned about any aspect of a pupil's development will raise their concerns at a staff meeting so that all staff can contribute to the discussion and share strategies already adopted. All staff will therefore be fully aware of problems and concerns.

Exclusions, Suspension and Expulsion:

The responsibility lies with the Head.

Occasionally it is necessary to exclude a pupil for a fixed period (suspension) e.g. from one to three days. Should their behaviour make it necessary.

In the event of suspension, the Head will consult with the Headmaster of the Senior School. A report will also be given to the full Governing Body.

On a very rare occasion, it may be necessary for the Head to enforce an expulsion from the school. In the event of expulsion, the Head will consult with the Headmaster of the Senior School and the Chair of the Governing Body. A report will also be given to the full Governing Body.

Corporal Punishment

Staff or any person living or working on the premises must not give corporal punishment to any pupil. They must not threaten to use corporal punishment or any form of punishment which could have an adverse impact on the child's well-being. So far as they are able to, all staff should ensure that no one on the premises threatens or uses corporal punishment.

The Use of Reasonable Force to Control or Restrain Pupils

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. The actions we take are in line with Government guidelines on the restraint of children. Under the guidance of Section 93 of the Education Act 2011 and as per the Use of Reasonable Force guidelines published by the DfE in July 2013.

1. Reasonable force can be used in the following circumstances:
 - Where a criminal offence is being committed;
 - Where pupils may injure themselves or others
 - Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils;
 - When the action occurs on the school premises or during an authorised activity off the premises.
2. There is no legal definition of **reasonable force**, but three criteria are established for guidance.
 - If the circumstances of the particular incident warrant it;
 - The degree of force must be in proportion to the circumstances;
 - The age, understanding and sex of the pupil.Minimum force should only be used and never as a punishment.
3. Physical intervention can take a number of forms, for example:
 - Physically interposing between pupils;
 - Standing in the way of a pupil;
 - Holding, pushing or pulling;
 - Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.
4. Physical intervention may be used to avert immediate danger of personal injury. Any occasion on which physical intervention is used must be recorded and parents informed on the same day or as soon as reasonably practicable.
5. In extreme cases, more restrictive holds might be used.
Force that should NOT be used includes:
 - Holding round the neck or any other hold that might restrict breathing
 - Kicking, slapping or punching;
 - Forcing limbs against joints (e.g. arm locks);
 - Tripping or holding by the hair or ear;
 - Holding face down on the ground.

6. All incidents when restraint is used must be recorded on an Incident Form and handed to the Head / Deputy Head.
7. Where the incident has been prolonged or where considerable force has been used the following details should also be recorded:
 - Names of all witnesses, pupils and adults;
 - Signed witness statements;
 - The reason for force being used;
 - A description of the way in which the incident developed;
 - The pupil's response;
 - Details of the outcomes of the incident including injuries and damage.

Types of incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- (a) Where action is necessary in self-defence or because there is an imminent risk of injury.
- (b) Where there is a developing risk of injury, or significant damage to property;
- (c) Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil attempts to abscond from a class or tries to leave who would be at risk out of the classroom or school.

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

The Use of Reasonable Force

Investigative procedure

- ☐ Following an allegation regarding the use of force, the Headteacher will investigate, if appropriate, with a witness to safeguard the veracity of the evidence.
- ☐ The School's disciplinary process will be followed if appropriate at this stage.

Further guidance is available at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Training will be given to all 'members of staff' on the circumstances in which 'physical intervention' is allowable. This is incorporated into the School's training programme.

Drug and alcohol-related incidents

It is the policy of the school that no child should bring any drug, legal or illegal, to the school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substance such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Such incidents are likely to result in the child being excluded from school. Parents will be invited to discuss the situation with the Headteacher. The Headmaster of Ipswich School, the Governors, police and social services will also be informed.

IPSWICH PREPARATORY SCHOOL

Reception – Year 2

GOLDEN RULES

- | | | |
|------------------------|---|--|
| Do be gentle | - | Do not hurt anybody |
| Do be kind and helpful | - | Do not hurt people's feelings |
| Do work hard | - | Do not waste your or other people's time |
| Do look after property | - | Do not waste or damage things |
| Do listen to people | - | Do not interrupt |
| Do be honest | - | Do not cover up the truth |

IPSWICH PREPARATORY SCHOOL

YEARS 3-6

SCHOOL RULES FOR PUPILS

Good sense and courtesy at all times are the keystones which support the happy and well-ordered running of the School. The following rules are designed to ensure pupils can enjoy school in a safe environment where respect for others is valued. The Code of Conduct – “Our Rules” was drawn up by pupils and staff at the school, working together.

Respect other people

Show courtesy, consideration and care towards others

Encourage don't discourage

Walk safely, don't run especially on the stairs. Queue up fairly.

See it – stop it Celebrate our differences

Respect our right to learn

Have the patience to listen when someone else is speaking

Respect our differences and opinions

Work quietly/silently and work positively according to the task.

Use collaboration or work independently

Respect the environment

Store all equipment tidily

Keep our school litter free

Recycle and save energy when you can

Respect Property

Don't touch other people's property without asking their permission

Use classroom and playground equipment appropriately in a respectful and appropriate manner

Respect yourself

Eat healthily Keep healthy - eat well, sleep well, exercise and talk with others.

Keep sun-smart

Be aware – stay safe, play safe

Reviewed May 2022