



This policy was written in consultation with *Behaviour and Discipline in Schools 2014*. This policy is part of the safeguarding group of policies. Please read this policy in conjunction with the *Anti-Bullying, Temporary and Permanent Exclusion Annex 1, Physical Intervention Policy, UCS Code of Conduct and the Home School Agreement*. It is also linked to our commitment to *Equal Opportunities, SEND Policy and the requirements of the Equalities Act 2010*.



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Last review: April 2019

Next review: April 2021

Approved by: C M Reynolds

Document: 9 Behaviour Policy

Overview Statement

It is a primary aim of UCS Pre-Prep 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's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school promotes and rewards good behaviour as this develops an ethos of kindness and cooperation. This policy is designed to support the promotion of good behaviour, rather than merely deter anti-social behaviour. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

UCS Pre-Prep does not use corporal punishment.

Expectations

The class teacher discusses the 'Golden Rules' with each class. We have these rules displayed on the walls of all the classrooms. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time. The Golden Rules are also displayed in the playground. Pupils also have a learning rocket which promotes learning values. We use the Rocket System across the school so that consistency is achieved and so pupils are given warnings about their behaviour and time to amend it and make better choices.

We do expect children to listen carefully to instructions in lessons. If they do not do so, we remind them to reflect and rethink and make a good choice, and if required we move pupils to a more appropriate place in the classroom, nearer a teacher.

We also expect children to try their best in all activities. If they do not do so, we ask them to think about whether it is their best effort and we may ask them to redo a task.

If a child is disruptive in class, the teacher reminds them of expected behaviour and can reprimand him. If a child misbehaves repeatedly, we can isolate the child from the rest of the class until he calms down, or they go to see another teacher or member of SMT, until he is able to work sensibly again with others.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is given an appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Please consult the Anti Bullying Policy.

A pupil is only removed from a lesson if their behaviour is unacceptable, poses a threat to health and safety or is severely impeding the learning of other pupils. If necessary, the child should be sent to the Headmistress.

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 and prevents the child from taking part for the rest of that session.

The UCS Code of Conduct

Following from these statements of policy and principle, it is possible to summarise the Code of Conduct that UCS requires all pupils to follow at all times:

- Pupils must always treat others, including their fellow-pupils and all members of the school staff, with tolerance, courtesy and respect.

- Deliberate cruelty, teasing, abuse, bullying or intolerance are always unacceptable within the community of UCS.
- All members of the UCS community must always respect the school's ethos and, in particular, its emphasis upon complete tolerance over differences of race, creed, gender, sexual orientation and physical disability.
- All members of the UCS community must always conduct themselves in a manner that is appropriate for the school environment.

Rewards

We promote good behaviour through an emphasis on positive reinforcement and the establishment of class/school rules help to develop mutual respect and fairness. We also use the Golden Rules to show positive behaviour. Pupils have this behaviour modelled to them through the way staff members interact with the children, each other, parents and visitors.

Strategies to Support Expectations and Promote Positive Behaviour

There are a number of techniques that will be used to promote positive behaviour:

- Adults modelling positive behaviour
- Positive reinforcement, rewards and praise for achieving expectations and for positive behaviour
- Teaching routines for certain activities- tidying up, sharing, home time, meal time, story time etc
- Prompting children to follow expectations and gradually reducing prompts
- Using story and song as a strategy for encouraging and supporting positive behaviour
- The Traffic Light System
- Communication of clear expectations
- Dedicated 'learning spaces'
- Cause and effect - child taking responsibility for choices made

At UCS Pre-Prep we praise and reward children for good behaviour in a variety of ways:

- All staff congratulate children verbally and praise their good behaviour and achievements. They might also reward individuals with stickers and class rewards.
- Teachers also reward individual effort or group effort with House Points which contribute to a weekly House total, shared in assembly. The end of half term totals result in winning a House cup.
- There is also a weekly assembly with the Headmistress where one pupil from every class is awarded with a Golden certificate either for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. A golden phoenix is awarded to the class that has worked together and shown respect, tolerance and understanding.
- Children's rewards are shared and celebrated with parents and carers.

Sanctions

Sometimes, behaviour occurs which is not wanted, encouraged or acceptable. At these times, it is vital that staff take appropriate, consistent and proportionate actions. Any inappropriate behaviour will be dealt with immediately and sanctions used will explain what is and is not acceptable. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The following strategies may be used:

- Verbal warnings and modeling/ reminder of positive choice
- Refer to codes, traffic light system and class rules
- Move/separate children or proceed to amber warning
- Time out from an activity or area (supervised)
- One-to-one talk about issues
- Behaviour charts
- Discussion between staff, child and parent
- Discussion with Senior Staff or Headmistress

- Further Sanctions could include an internal/external fixed- term or permanent exclusion

If a child's behaviour is inappropriate or continues to be so, there are a set of consequences. Staff ensure that the child understands that it is the *behaviour* and not the child that is disapproved of. Encouragement to make amends and/ or comfort peers is often a first step e.g. asking to get some tissues for a child who is crying, giving a comforting cuddle or hand shake, saying sorry if their behaviour has hurt another.

Consequences are only a last resort and children are given a clear understanding of the consequences that may happen if they continue with the behaviour. Any sanctions are immediate and relatively short (e.g. time out, sitting on a mat for 2 minutes).

Inappropriate behaviour will be dealt with firmly and as soon as possible and could include requesting the pupil gives an apology, requesting that behaviour improve and highlighting better behaviour and/or providing a sanction if this is appropriate.

Minor behavioural problems in class will be dealt with in the classroom by teachers and staff, through the use of relevant different strategies, including the traffic lights system. Significant and serious misbehaviour is recorded.

Exclusion

If a pupil has behaved in a manner whereby allowing them to stay in school would seriously harm their education or welfare, or those of other pupils, they may face a fixed term or permanent exclusion. For further information please consult Temporary and Permanent Exclusion annex 1.

A record of the sanctions imposed upon pupils for serious misbehaviour is kept.

Special Educational Needs and Disability

For pupils with special educational needs, disability or other specific needs, reasonable adjustments are made to enable these pupils to understand and follow the behavioural codes of the school and receive praise and/or sanction for their behaviour.

Support for Pupils and Pupil Wellbeing

The school has a number of measures in place to support pupils. In addition to the usual pastoral care and class teacher rapport, pupils can gain support from other staff members, and in particular the school counsellor and play therapist. Children have school buddies, that when guided, can also support pupils when needed. The school promotes the wellbeing of the children through PSHE, mindfulness, circle time, circles of support and the modelling of positive relationships between pupils and staff.

Anti-Bullying

UCS Pre-Prep does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We record any incidences of bullying so that patterns and evaluation can take place.

Children are made aware that the school does not tolerate bullying through a series of PSHE lessons, communication of the Anti-Bullying Policy and frequent reminders in assemblies and class discussions. Children will be made aware of whom they can talk to (teachers, peers), if this is needed. Behavioural incidents found to be related to bullying will be dealt with following the Anti-Bullying Policy. (Please consult the Anti-Bullying Policy for further detail.)

Physical Restraint and Intervention

The use of force should only be used to manage a child's behaviour if; it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. If physical intervention is used to manage a child's behaviour, this will be recorded and parents will be informed on the same day or as soon as reasonably practical. All staff promote positive behaviour models and ensure that any incidents of misbehaviour are followed up or reported to the class teacher. Please consult the Use of Force policy.

Violence towards Staff

Physical action or violence towards staff will not be tolerated. Parents will be contacted and the school's sanctions will be imposed in line with the seriousness of the action. Staff have a right to protection from any pupil that might cause them physical harm whilst they are carrying out their duties.

Corporal Punishment

Corporal punishment is prohibited and is not used or threatened.

Prevent

The school has clear safeguarding procedures in place that identify children at risk of radicalisation or extremist activity. Please consult the School's Prevent Action plan and Safeguarding Policy.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that their classes behave in a responsible manner during lesson time.

The class teachers in UCS Pre-Prep have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the Golden Rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents himself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Years and then Headmistress.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of Assistants

Class assistants work closely with the class teacher to ensure consistency with regard to behavioural management. Class assistants at UCS Pre-Prep have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Class assistants treat each child fairly, and enforce the Golden Rules consistently. They treat all children in their classes with respect and understanding. They ensure that all incidents are reported to the class teacher to enable consistency.

The Role of the Headmistress

It is the responsibility of the Headmistress to implement the behaviour policy consistently throughout the school. It is also the responsibility of the Headmistress to ensure the health, safety and welfare of all children in the school. The Headmistress supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headmistress keeps records of all reported serious incidents of misbehaviour.

The Headmistress is the named practitioner for behaviour management issues supported by the Heads of Years and SMT.

The Headmistress has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmistress may permanently exclude a child. These actions are taken only after the school governors have been notified. Please see Annex 1.

The Role of Parents and Carers

At UCS Pre-Prep we collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to

punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher.

Educational Professionals and Outside Agencies

Staff will work with parents, SEND staff and other agencies and professionals if needed, to promote a consistent approach, to reinforce positive behaviour and for the benefit of a child's personal, social, emotional and behavioural development.

Monitoring and Review

The Headmistress and UCS Pre-Prep SMT monitor the effectiveness of this policy on a regular basis. UCS Pre-Prep keeps a record of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. This policy will be reviewed every two years or earlier if necessary.

Useful Documentation:

*Behaviour and Discipline in Schools, 2016, Approaches to preventing and tackling bullying Case studies June 2018
Cooper Gibson Research, Tony Bennet, 2017, Creating a Culture: How school leaders can optimise behaviour and
Mental Health and Behaviour in Schools, 2018*



Temporary and Permanent Exclusion

More serious offences may lead to a student's temporary exclusion from school. Parents will always be informed by the Headmistress when this is being considered. Serious though such punishment clearly is, our aim will be to keep the period of suspension as short as is compatible with the disciplinary offence concerned.

In the most extreme circumstances, the Headmistress may feel it necessary to exclude a pupil permanently from the school. Although the student's best interests will always be taken into consideration, the interests of others in the school and the nature of the particular offence will carry considerable weight. Parents will always be invited to meet the Headmistress when such a decision is being considered and before it is made.

Whenever permanent exclusion is adopted as a punishment, parents have a right to appeal against the Headmistress's decision. Such appeals must be directed to the Council of UCS who will inform the parents of the procedure for hearing the appeal.

April 2021