



HALSTEAD

PREPARATORY SCHOOL FOR GIRLS

9a Behaviour Policy INCLUDES EYFS

Policy History		
Review Date	September 2016	
Review Date	September 2017	ME PA
Amended	January 2018	ME PA
Review Date	January 2019	ME PA
Date of Next Review	January 2020	

At Halstead we promote and reward good behaviour.

We recognise that we have a well-behaved and enthusiastic community of pupils at Halstead but also acknowledge the importance of having a clear Behaviour Policy in place.

The Behaviour Policy and Code of Conduct Policy is very much a part of Halstead's aims and ethos as a school. It is designed to encourage every pupil to behave in a positive and responsible manner by providing a framework for the whole school community. It expresses our goals for our pupils and our expectations of their conduct, based on a concern for the rights of others. When parents sign the contract accepting a place at Halstead they are, by definition, agreeing to abide by the provisions of the Behaviour and Code of Conduct Policy.

We aim to foster a tolerant, caring attitude towards others and in line with the Equality Act 2010 we will make reasonable adjustments for pupils with special educational needs /disabilities. School rules are intended for the good of everyone so that school is a happy and secure place for all. The policy links to our anti-bullying policy. This policy is drawn up with reference to Behaviour and Discipline in schools (2016)

This policy includes EYFS. The named practitioner responsible for behaviour management in the EYFS is Mrs L Johnson. The designated staff are responsible for managing behaviour in an appropriate way.

Our Aims are:

- to encourage all pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school
- to promote good behaviour, self-discipline, respect and emotional well-being
- to promote trust and mutual respect for everyone
- To endorse our belief that good relations, good manners and a secure learning environment play a vital part in developing curious and inspired pupils who are motivated to become life-long learners
- to develop qualities of team-work and leadership, including through extra-curricular activities
- to be a fully inclusive community, welcoming pupils from a range of ethnic and social backgrounds and faiths.

At Halstead we treat everyone as an individual, aiming to develop the whole person so that each girl has the qualities, confidence and skills to equip her for a happy and successful life in the modern world.

Corporal punishment is not used or threatened at Halstead and cannot be justified.

As in all schools, the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances, explained in the Education and Inspections Act 2006, is reserved and this information is in the Staff Code of Conduct.

Staff receive training in the circumstances in which reasonable minimum force may be used.

On occasion, suitable restraint will be used, only if absolutely necessary if there is immediate danger of personal danger or there is immediate danger to property or any person (including the child herself). This guidance is given to all members of staff (any person working with the child or person in lawful control or charge of that child) and further information on the circumstances in which 'physical intervention' is allowable is detailed in the Physical Handling policy. Every member of staff must inform the Headmistress immediately if ever there has

been a need to restrain a pupil physically. The school will always inform a parent on the same day and invite them into school so that we can, if necessary, agree a protocol for managing that individual pupil's behaviour.

Teaching and Learning

We aim to ensure that our pupils understand that there are no barriers to their potential achievement at school. Pupils are encouraged to take responsibility for their own learning and for ensuring an environment in which all pupils can learn. We celebrate success, highlight the positive behaviour and sensitively respond to any negativity. Teaching staff offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

Aims and Principles

We believe the most effective way of achieving our aims is to encourage and praise positive behaviour. The following are the underlying principles we nurture in our school:

- treat all members of the school community with consideration and respect.
- be able to distinguish between right and wrong.
- enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- be polite, co-operative and friendly.
- understand school rules have been written for the safety of all and for children to accept responsibility for their own behaviour.
- appreciate the school environment and respect the property of others.
- value other people, their work and opinions.
- respect the culture and belief of others.
- treat others as they wish to be treated.
- be in the right place at the right time with the right things.
- show initiative with regards to their own positive behaviour and to encourage it in others.

We recognise the importance of rewards and sanctions being consistent and fair at all times.

Rewarding Positive Behaviour

Classes have a set of classroom and school rules. The Kindness Code is given to children when they are new and followed up at school in assemblies and class discussions.

Teachers reward children for a variety of reasons including:

- good work
- effort
- thoughtfulness
- good manners
- politeness, kindness
- looking after possessions and appearance
- Application of the Halstead Habits

In Pre-prep children are rewarded with stickers and stamps.

From Year 1 girls are awarded house points. These are recorded in the child's homework diary from Year 3 (on a wall chart in Year 1 and 2). Subject teachers may wish to suggest girls for the star of the week award, especially in recognition of positive attitudes and disposition.

Any child gaining a large number of house points in a week receives a merit badge for the week.

Form and subject teachers choose a Star of the Week from each house and badges are given out in assembly. The badges are worn for the week.

Children with stars of the week are mentioned in the weekly newsletter and celebrated on display in the link corridor.

Girls who produce exceptionally good work may be sent to the Headmistress for praise. They may receive a Certificate of Merit or for outstanding work a Certificate of Distinction.

Involvement of Pupils

We believe that the ethos of and respect for the School is enhanced by listening to pupils and encouraging constructive suggestions from them, for example, during form time, PSHEE lessons, drama activities and through the School Council. We work closely with all pupils as they progress through the school, from the day they start until the day they leave.

Involvement of Parents

Parents and guardians who accept a place for their daughter at Halstead undertake to uphold the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

We will always telephone the home on the first day of an unexplained absence in order to make sure that a pupil is safe and well

We are always happy to consider suggestions from parents and hope they find the school responsive and open-minded. The school has a number of support systems in place to meet the needs of all pupils. (See the SEND and Pastoral Care Policies).

In the event of any behaviour management issue, the school will liaise closely with parents and, if relevant, other support agencies

Our Expectations of the girls are:

Living Together Harmoniously

We value each other and therefore we:

- Treat all members of the school community with courtesy and respect
- Respect each other's point of view and talk through disagreements
- Do not use language which is abusive, offensive or rude, shout or call out, interrupt or answer back
- Do not bully in any way

School Environment

We care for our environment by:

- Keeping the school tidy and clean
- Leaving no litter
- Treating furniture and equipment with care
- Treating each other's property with respect
- Taking pride in our surroundings and being respectful to those who work hard to keep our environment so beautiful

Working Together

We aim to become independent learners, achieving our full potential. Therefore, we will:

- Be silent while the register is called at the start of the lesson
- Be punctual to school and to lessons

- Bring appropriate equipment
- Give full attention while the staff are giving or explaining information
- Speak in a polite and civilised manner
- Try to approach all subjects with interest and enthusiasm
- Raise hands to answer questions
- Respect the working needs of others
- Set ourselves high standards in our work and use every minute of a lesson
- Complete all work and Prep on time
- Not abuse our schoolbooks, diaries or exercise books
- Wait to be dismissed at the end of a lesson; the bell is a signal to the teacher, not the girls that the lesson is over.

Keeping Safe and Being Responsible

Guidelines help us to keep ourselves, our property and other people safe in the school. We therefore:

- Move around the buildings without running
- May not leave the site without permission
- Report any strangers not wearing a visitor's badge to staff immediately
- Make sure we know the procedures in case of fire
- Know safety procedures throughout the school
- Be alert and report to staff any potential sources of dangers
- Do not bring dangerous or valuable /precious items into school.

Support Systems for Pupils

- The ethos of the school encourages mutual support for all.
- Girls of concern and action to be taken to assist them are discussed each week at every staff meeting.
- If a pupil is worried about something she is encouraged to discuss it with her form teacher or any other adult she trusts in school straight away.
- Year 3-6 have a box in which a pupil can put in a worry or a concern to be discussed with the teacher or during PSHEE time with the whole class if appropriate. The Deputy Head is available at a set time weekly if the girls wish to discuss any worries.
- Coach partners are usually set and changed each week. Friendship Friday is sometimes used (for swimming/trips) to encourage girls to play with each other in the class or across the year group.
- All new pupils are allocated a buddy to look after them when they join the school.

Managing Transition to Senior School

Once the girls have completed their entrance examinations in January they follow an enrichment programme, including a residential trip to France, so that the last terms in school are 'special' and prepare them for the independent study skills required for senior school study. In science an outside speaker comes in to talk about changes to their bodies and in PSHEE the teachers discuss the move to senior school.

The children also learn about the fundamental British values. See PSHEE policy

Liaison with Parents and Other Agencies

In the event of ongoing concerns about a pupil's behaviour the parents will be kept informed at all times and an action plan drawn up and incorporated in a termly ISP. In severe situations the SENDCo will contact the local authority to tap into expert advice.

Sanctions

A register of sanctions is kept by the Headmistress.

Whilst we aim to always reward positive behaviour and deal with children in a positive way there are occasions when we have to deal with unacceptable behaviour. At Halstead we do not tolerate:

- Rudeness
- Discrimination of any kind
- Deliberate disobedience
- Bullying
- Disregard for the school environment or property
- Physical or emotional violence

Any misbehaviour is dealt with initially by the form teacher or subject teacher, a few well-chosen words usually suffices.

Should the misbehaviour be of a serious nature (ie which hurts or affects the learning of others) the child will then be sent to a senior member of staff and parents will be told.

In EYFS the child will go to the Form Teacher, then EYFS Co-ordinator followed by the Head of Pre-Prep, then to the Deputy Head or Headmistress.

If the teacher considers it necessary, a girl may be sent straight to the Headmistress at any time.

The children are aware of these as part of their classroom rules (see appendix).

In instances of repeated inappropriate behaviour, including bullying, pupils may:

1. Be put on a behaviour report.
2. Meet with the Deputy Head weekly to discuss this behaviour and give counsel
3. Stay in at one or more break times to discuss behaviour and/or undertake tasks relevant to the misbehaviour

The child is closely monitored at break times and a file is kept in the staffroom of findings. This is followed up closely by the form teacher/ Deputy Head and Head as necessary.

At all times we encourage pupils to be confident enough to tell a member of staff if anything happens to make them feel unhappy or uncomfortable in school.

In the unlikely event that it has been proved that a pupil has made a malicious accusation against staff the pupil will be put on a behaviour report (a report card is to be completed by the teacher of every lesson/break supervisor and the parents involved).

Under the Equality Act 2010 reasonable adjustments are made for pupils with special educational needs/disabilities.

Exclusion

A decision to exclude a pupil is seen as a last resort and has not been necessary at Halstead to date. No exclusion will be initiated without first exhausting other strategies, or in the case of a serious single incident, a thorough investigation. Reasons for permanent exclusion are:

- when the school is unable to 'manage' a child's behaviour and it is having a negative impact on the rest of the class
- a serious breach of the school's rules and policies
- risk of harm to the education or welfare of the pupil or others in the school
- irretrievable breakdown of the relationship between the school and parents

In the event that the Headmistress decides a child should be expelled, she will:

- Satisfy herself that as far as possible she is in possession of all the relevant facts and circumstances. If any member of staff is involved they should be asked to summarise any statements they may have made in writing and the written statement should then be signed.
- The Chair of Governors will then be informed in detail of the circumstances. If the Chair is likely to be unavailable for twelve hours or more, the vice-Chairman or another governor should be approached.
- An Investigating Officer will be appointed to assess the evidence who is different from the person who will make the final judgement.
- The Chair will wish to be assured that exclusion will involve no contravention of existing legislation and that it is an appropriate response to the facts of the affair.
- Having received the approval of the Chair, it will then be up to the Headmistress to inform the parents that, with the knowledge and approval of the governors, the child is to leave the school.
- A meeting will be conducted with the parents to discuss the findings of the investigation and an opportunity will be provided for an appeal to take place. The school must be notified of the appeal within seven days.
- Only the Headmistress or, if s/he has been so appointed, the Acting Head may approach the Chairman on an exclusion matter.

In the event of an incident involving more than one child, it is particularly important that the Headmistress treats each child's case quite individually and avoids any charge of collective blame being apportioned indiscriminately.

There will be no refund of fees following a permanent exclusion. The initial deposit will be returned. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

If parents wish to appeal the decision to exclude, the matter will be referred to the governors. Their decision on the matter is considered final.

This policy has regard to the guidance issued by the Secretary of State.



Ratified by _____
Simon Brookhouse, Chair of Governors

Date: Monday 16th March 2020



OUR SCHOOL RULES AT HALSTEAD
For the Early Years Foundation Stage

**Nursery and Kindergarten follow
The Golden Rules**

- We are kind and helpful
- We are gentle
- We listen
- We look after property
- We are honest
- We work hard



OUR SCHOOL RULES AT HALSTEAD For Years 1 and 2

- Always treat other people in the way that you would like to be treated.
- Always look after everyone's property.
- Always be polite and helpful and greet everyone with a smile.
- Always stand when a visitor or Mrs Austin enters your classroom.
- Always use good table manners.
- Always think before you act.
- Always remember our Kindness Code.
- Always do your best.

BELIEVE IN YOURSELF



OUR SCHOOL RULES AT HALSTEAD For Years 3-6

- Always treat other people in the way that you would like to be treated.
- Always look after everyone's property.
- Always be polite and helpful to staff and visitors and greet them with a smile.
- Always stand when Mrs Austin enters your classroom.
- Always be punctual to lessons and activities.
- Always inform the teacher if you need to be late or miss a lesson.
- Always use good table manners.
- Always think before you act.
- Always remember our Kindness Code.
- Always do your best.

BELIEVE IN YOURSELF