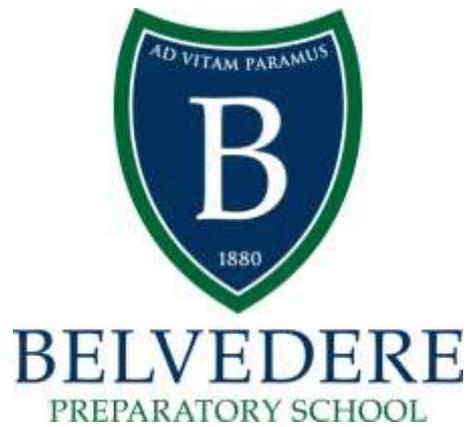


*At The Belvedere Preparatory School, we endeavour to achieve  
the highest possible standards.*



## **BEHAVIOUR POLICY**

2015 - 2017

## **Behaviour Policy**

This policy applies equally and wholly to the Early Years First School not withstanding 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 them as 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 Three '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.

#### 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 Age appropriate class rewards are used at individual class teachers' discretion and result in a shared class treat. These should be chosen through shared negotiation between teacher and class members. Rewards are given when the class reaches a shared goal, e.g. reaching the top of a ladder or filling a jar with ping-pong balls. The method of recording the rewards for positive behaviour should be age appropriate and chosen by the class teacher
- 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.

#### 5. Sanctions

- 5.1 In an environment where respect is central, a non verbal warning e.g. a stern look is often enough or a verbal request for the child to stop the behaviour
- 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, they should be moved to another place as well as receiving a verbal warning
- 5.4 During playtimes, a card system is in place. A yellow card is issued in the first instance of inappropriate behaviour, followed by a red card if any inappropriate behaviour continues. A red card 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 details of behaviour 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
- 5.7 Inappropriate behaviour or when 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.

#### 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.

**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 (First School) are recorded in the Playground Incident Book by the members of staff on duty and the appropriate class teacher informed

8.3 The Headmistress will keep a record of the actions taken with more serious or persistent incidents of behaviour

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 half termly basis

8.6 This policy will be read and reviewed by all staff on a yearly basis.

<b>Review Date:</b>	September 2017
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<b>Headmistress</b>		<b>Date:</b>	
<b>BPS Management Board</b>		<b>Date:</b>	