

QUEEN'S COLLEGE PREPARATORY SCHOOL
(including Early Years Foundation Stage)



Behaviour

POLICY DOCUMENT

INTRODUCTION

This document sets out the policy to be followed for behaviour within Queen's College Preparatory School. The School is mindful of DfE Advice for Schools provided in the '*Behaviour and discipline in schools*' (2014) document.

The School has an Anti-Bullying Policy and Physical Contact and Intervention Policy which should be read in conjunction with this policy document.

POLICY AIMS

It is our primary aim to create an environment where all members of Queen's College Preparatory School feel happy, valued, respected and safe. Setting a good example is the best tool for inspiring and promoting positive behaviour of our girls. The School has a Code of Conduct but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that people 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.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

POLICY OBJECTIVES

The objectives of the Behaviour Policy are:

- to promote positive relationships so that everyone within the Queen's College Preparatory School community can work together in a mutually supportive way
- to create a responsive and effective learning environment

- to acknowledge and value the achievement of children and to build self-esteem
- to develop an understanding in the children of how their behaviour impacts upon themselves and others
- to support children's moral and social development
- to promote appropriate behaviour based on the principles of our School Code of Conduct - honesty, respect, consideration and empathy
- to clearly set out rewards which may be given for good behaviour or achievements and to ensure they are awarded consistently
- to clearly set out sanctions that may be applied when misbehaviour occurs and to ensure they are applied consistently

LEADERSHIP AND MANAGEMENT OF BEHAVIOUR

The Headmistress, Emma Webb, has overall responsibility for the welfare of the children in the school. Louise McCabe-Arnold, Assistant Head, is responsible for overseeing the management of behaviour issues in the Prep, Pre-Prep and EYFS departments. She is supported by Ailsa Buddle, Head of Prep and Ruth Woodward, Head of Pre-Prep.

TEACHERS' RESPONSIBILITIES

We have an important responsibility for the moral and social development of our children.

We aim to:-

- recognise that each child is an individual and to be aware of her needs
- appreciate the contribution and achievement of children

- expect a high standard of courtesy and conduct
- raise children's self-esteem
- encourage relationships based on honesty, respect, consideration and empathy
- create a safe learning environment
- provide a challenging, relevant and differentiated curriculum
- ensure fairness regardless of age, gender, race, culture, creed, sexual orientation, ability and disability
- listen and be responsive to the children in our care
- use sanctions fairly and appropriately
- ensure that the girls are familiar with and understand the Code of Conduct

THE CURRICULUM

A structured curriculum and responsive teaching contribute to a positive learning environment. Thorough planning, the involvement of children in their own learning and structured feedback are essential.

It follows that lessons should have clear objectives, which are understood by the girls and should be differentiated to meet the needs of children of differing abilities and experiences. The school marking policy makes it explicit how marking should be used as a supportive activity, providing feedback to the children on their progress and achievements.

Assemblies provide important opportunities to deliver and reinforce positive modes of behaviour. PSHE lessons, Circle and Form Times provide a context for further discussion and reflection.

CLASSROOM MANAGEMENT

Classroom management and teaching styles have an important influence on children's performance and behaviour. Relationships between teachers and children, strategies for positive encouragement, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children respond to the learning environment.

Classrooms should be organised to develop independence and interdependence. Furniture should be arranged to provide an environment conducive to a focused approach from the girls. Materials and resources should be arranged to aid accessibility and reduce disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and the classroom should be a welcoming and safe environment.

Teaching styles should facilitate active participation for all. Lessons should be designed to develop the skills, knowledge and understanding which enable children to work effectively as individuals and in co-operation with others. It is important to praise excellent attitudes to work and positive behaviour as well as academic performance.

CODE OF CONDUCT

The Code of Conduct states clearly how we expect Queen's College Preparatory School girls to behave so that children and staff are able to enjoy learning, teaching and life in school.

The Code of Conduct is expressed in simple words but the underlying ideas are fundamental to the way we believe children should treat each other and the way they should behave for the good of everyone. They are about working and playing together and about sharing resources, space and attention. They are about telling the truth and being fair.

- Do be gentle
- Do be kind

- Do be honest
- Do listen
- Do share
- Do work hard
- Do be fair

We also ask our girls to 'stop and think' before speaking or embarking on a course of action that would be hurtful to others or themselves

CHILDREN'S RESPONSIBILITIES

We expect our girls:

- to follow the Code of Conduct
- to treat adults with respect
- to treat each other with respect and kindness
- to understand and accept the teachers' and other adults' roles and authority
- to contribute to the happiness and effectiveness of the school community
- to show empathy to all members of the school community
- to recognise the impact of their behaviour on others and on themselves
- to accept responsibility for their actions
- to obey the rules of the school

- to accept the sanctions that may be considered necessary

WHOLE SCHOOL REWARD SYSTEM

Our approach is designed to make every child feel appreciated and understood. We guide and motivate children through the active reinforcement of positive behaviour in all its aspects. We have a consistent approach designed to promote good behaviour. New members of staff are mentored by an experienced member of staff in order to become familiar with the expectations of Queen's College Preparatory School girls.

Individual or group effort and achievement is celebrated in many ways including:

Verbal and written praise

Descriptive praise is used to highlight desirable behaviour and attitudes.

Commendations

Commendations are awarded by teachers to recognise outstanding pieces of work. Girls take their commendations to the Headmistress for formal recognition. The award is recorded by the Form Teacher or Specialist Teacher on SchoolBase and is worth 5 Merits.

Merits

Merits are given by teachers for pleasing academic work, perseverance, showing a 'Growth Mindset' and working hard. Totals are cumulative throughout a girl's time at the school and totals are counted towards coloured badge and certificate milestones, which are given out during assembly and girls are celebrated in the weekly newsletter.

Merit badge totals are awarded in the following order:

Red, pink, orange, yellow, green, blue, purple, maroon, white, black, silver crest, gold star

House Points

On starting school, girls are assigned to a House (Nightingale, Potter, Franklin, Curie) They are given House Points by teachers for good manners, kindness to others, being helpful, and adhering to the Code of Conduct. House points are counted termly and the House Shield is awarded at Prize Giving for the house who has collated the most points.

Star of the Week

Form Teachers choose a girl and the reasons for the award are explained to the rest of the class. Girls are recognised in the weekly newsletter.

OTHER AWARDS

Subject specific 'Star of the Week' (such as English, Maths) or termly French, Music awards

Girls are nominated by their teachers in recognition of individual effort and praiseworthy achievement.

Reading/Homework Diaries

A note may be written to parents to communicate praise

Special Award Certificate

Certificates may be awarded by a teacher to recognise any significant achievement

Celebration Assemblies

Celebration Assemblies take place each term and recognise the work of individual children

Newsletters

Newsletters publicise the achievement of individuals and groups to a wider audience

Verbal feedback on the door

Opportunities are taken to communicate praise to parents at the end of the school day

Annual School Prize-Giving/ Awards

This is an annual occasion to celebrate life in the school and where our children from Forms II to VI receive formal recognition for effort, contribution and achievement in school. All girls in Reception and Form I receive certificates with individual citations at the end of the academic year.

SANCTIONS

If a pupils' behaviour falls beneath the standard which could reasonably be expected of them, the School will administer behavioural sanctions which aim to make clear the boundaries of expected behaviour to the pupil and wider school community.

We recognise the need for sanctions to register disapproval of unacceptable behaviour and to make the school a safe and happy place. However, the use of sanctions is only one strand of our strategy to develop in children an understanding of how negative behaviour impacts upon themselves and others.

A key part of our pastoral care system is helping children understand when they make mistakes and then supporting them in putting it right for the future. We also, however, recognise the Equality Act 2010 and that reasonable adjustments may need to be made for those girls with special educational needs/disabilities. The pastoral system supports this by promoting staff to discuss issues with pupils and explain the need for any sanction with them. Parents should be notified of concerns at the earliest opportunity. The member of staff dealing with the issue should do this. Should there be need for external agency involvement this will be discussed with the Assistant Head who is also the Designated Safeguarding Lead.

At Queen's College Preparatory School most incidents of misbehaviour are relatively minor and fall within the professional judgement of the

teacher involved. Such incidents can be dealt with through the use of minor sanctions including, for example, a quiet word, the loss of part of a playtime or a small task.

More serious cases of misconduct are likely to involve the Form Teacher, Head of Prep/Pre-Prep or the Assistant Head, who will agree an appropriate course of action. The response will be determined by the age of the child, the circumstances surrounding the incident, the degree of the misbehaviour and the child's history. Alongside any imposed sanction such as a parental interview or an after school detention in the Prep Department, a clear and coherent strategy will be implemented by the Form Teacher to provide an opportunity for the child to modify and improve her behaviour.

Girls are expected to behave with respect and courtesy to each other and to staff. Violent, abusive and aggressive behaviour either towards a member of staff or towards another girl is treated very seriously and may result in serious disciplinary action. Any form of corporal punishment or threat of corporal punishment is strictly prohibited. Furthermore, malicious allegations against either staff or pupils will equally result in serious disciplinary action being taken.

Sanctions for dealing with poor behaviour or conflict

The first stage: Form Teacher

The second stage: Head of Pre Prep/Head of Prep and parents

The third stage: Assistant Head and/or Headmistress

When dealing with poor behaviour or conflict, the following points should be considered:

- Any criticism should be constructive
- The girl/s involved should be helped to understand why their behaviour was unsatisfactory
- If possible, subsequent improvements should be noted and praised

Parental Involvement

If a child's behaviour is causing concern, her parents will be informed by the Form Teacher and invited into school to discuss the situation. This approach is designed to build a relationship with parents based on mutual trust and confidence, and in the belief that the education of their child is very much a partnership between school and home.

Parental support will be sought for the implementation of the strategies devised to meet the needs of their child. The Form Teacher will maintain close contact between the school and home in order to monitor and evaluate the effectiveness of the action taken. The teacher will maintain records relating to individual cases including parental interviews.

Behaviour Incident File

A behaviour incident File is held in the Assistant Head's Office. This file contains records of sanctions, investigation reports, parental interviews, detention letters and any other relevant documents.

Suspension and Expulsion

The Headmistress reserves the right to suspend or expel any child whose behaviour puts another child at risk or could damage the good order or good name of the school. This includes all forms of bullying. The Chair of the Council of Queen's College London would be fully involved in any case that resulted in the expulsion of a child.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headmistress should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the school's behaviour policy
- developing strategies to prevent the pupil's behaviour

- requesting external help with the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

ROLES, RESPONSIBILITIES AND COMMUNICATION

The Form Teacher:

The Form Teacher plays the key role in the pastoral care of children.

The Form Teacher's responsibility is:

- to recognise their key role in the pastoral care of children
- to design strategies to meet individual needs
- to inform appropriate colleagues of children causing concern and the strategies devised
- to inform parents and to seek their support
- to monitor and to evaluate success of strategies
- to maintain written records
- to utilise the experience of colleagues
- to support colleagues experiencing difficulties with a child in their form
- to judge when it is appropriate to discuss individual cases with the Assistant Head

- to report Safeguarding and Child Protection issues immediately to the Designated Safeguarding Lead

Subject Teachers, Classroom Assistants, Midday Supervisors & VMTs

Observations from these members of staff enable the Form Teacher to build a clearer picture of the child and the difficulties they may be experiencing and/or creating.

It is expected that they will:

- inform the Form Teacher of the difficulties they have encountered and any sanctions imposed
- record incidents in writing which are passed to the Form Teacher
- seek advice from the Form Teacher and keep them informed
- follow the Safeguarding and Child Protection procedures outlined in the School Policy on Safeguarding and Child Protection

Assistant Head

Louise McCabe-Arnold, the Assistant Head in charge of Pastoral Care, is responsible for behaviour management. These responsibilities include:

- monitoring, reviewing and updating the Pastoral Care policy
- ensuring the dissemination, understanding and implementation of the policy
- working closely with Heads of Prep and Pre-Prep, Form Teachers and the EYFS Coordinator

- meeting and discussing strategies with Form Teachers when requested
- supporting colleagues in parental meetings where appropriate
- to liaise closely with Form Teachers and be fully involved where bullying is being alleged
- keeping the Headmistress aware of pastoral care issues and concerns
- involving the Headmistress directly in pastoral care issues where appropriate

Designated Safeguarding Lead

The role of the Designated Safeguarding Lead is clearly defined in the Safeguarding and Child Protection Policy document. In specific situations the advice and guidance of the appropriate named teacher will be required. The Designated Safeguarding Lead, including for children within the Early Years Foundation Stage is, the Assistant Head, Louise McCabe-Arnold.

Parental Concern

Parents who are concerned about the way the policy is carried out can, in the first instance, address their concerns to Assistant Head. If the parental concern is not resolved, then it is referred to the Headmistress. Queen's College Preparatory School has a complaints procedure, which is available on the school website or on request from the Office.