

The Froebelian School

Promoting Good Behaviour

Our starting point

- **All pupils have a right to learn without disruption or aggression**
- **All teachers have the right to teach without disruption or aggression**

“Pupils’ behaviour and attitudes to learning are exemplary, and they greatly enjoy the very wide range of extra-curricular activities provided. They are exceptionally well cared for and relationships between all in the school community are very strong.”

(Paragraph 5.2, Inspection Report, June 2007)

“We attach importance to courtesy, integrity, manners and good discipline. Parents warrant that the pupil will take a full part in the activities of the school, will attend each school day, will be punctual, will work hard, will be well behaved and will comply with the School Rules about the wearing of uniform. All pupils will receive health and life skills education appropriate to age in accordance with the curriculum from time to time.”

(Section 2b, Conduct and Attendance, from the ‘Standard Terms and Conditions’)

We expect the support of parents in promoting our high standards in all aspects of the school, including that of good behaviour. This policy describes the framework and measures that we follow to provide a safe, happy and co-operative environment for all members of the school community.

Aims and Expectations

We aim to ensure that every member of our school is valued and respected, and that each person is treated fairly and well. We are a caring school, with values derived from mutual trust and respect. A key aim of the policy is to support the ways in which all members of the school community can live and work together safely and happily.

We aim to provide clear guidance about good behaviour and how we support pupils in this important area of personal development. It is not our intention to describe a system for enforcing rules. Rather, we expect parents and pupils to understand our values and our commitment to maintaining positive relationships that allow teachers to teach and pupils to learn.

We aim to treat all pupils, irrespective of race, gender, disability or creed, fairly and reasonably. We will implement this policy with consistency and sensitivity.

The school expects that every member of the school community will behave in a considerate way towards others. In particular, we expect the pupils will be: -

- Polite
- Respectful
- Obedient

We expect that, to varying degrees, children will need help from parents and the school in developing these qualities.

We expect that parents, as well as the school, will nurture, encourage, train and discipline children to enable them to become safe, responsible and trustworthy members of the community.

We expect parents to respect and trust our professionalism, judgement and integrity.

Section Summary

When at school (and at home, we hope) we expect that *children will kindly do as they are kindly asked.*

Describing Good and Bad Behaviour

'Good' and 'bad' can be interpreted as emotive descriptions and in many cases it might be considered preferable to refer to 'appropriate' and 'inappropriate' behaviour. However, children (and adults) usually have a clear understanding of what is meant by 'good behaviour' and 'bad behaviour'. For the sake of clarity, this policy will use them.

In 'Supporting School Improvement, Emotional and Behavioural Development' published by the Qualifications and Curriculum Authority (QCA/01/717) three types of behaviour are identified: -

- **learning behaviour**
- **conduct behaviour**
- **emotional behaviour**

For each category of behaviour, there are five desirable criteria.

Learning behaviour

1. Is attentive and has an interest in schoolwork
2. Has good learning organisation
3. Is an effective communicator
4. Works efficiently in a group
5. Seeks help where necessary

Conduct behaviour

1. Behaves respectfully towards staff
2. Shows respect to other pupils
3. Only interrupts and seeks attention appropriately
4. Is physically peaceable
5. Respects property

Emotional behaviour

1. Has empathy
2. Is socially aware
3. Is happy
4. Is confident
5. Is emotionally stable and shows good self-control

The QCA document also provides descriptions of undesirable behaviours and these are available separately. However, the emphasis in this policy is on good or desirable behaviour and how we intend to promote and celebrate it.

Section Summary

We take a holistic approach to pupils, encouraging them to become rounded citizens with high standards in all aspects of behaviour.

Social skills

In the school community social skills are fundamental and this aspect of emotional behaviour needs further description. The following characteristics are the most desirable of the social skills we intend to uphold and promote in school: -

- To help others
- To speak one at a time
- To share
- To take turns
- To return things to the proper place
- To ask others to play or join in
- To tell right from wrong
- To tell the truth
- To accept the consequences of one's actions
- To be polite
- To eat with good manners

Section Summary

We will encourage children to be good citizens *and we will deal appropriately with any wrongdoing.*

Positive Reinforcement

We believe that positive reinforcement is the most effective way to encourage children to behave well. *'A ton of praise to an ounce of criticism'* is an apt phrase that sums up this approach. Accordingly, we praise and reward children for good behaviour in a variety of ways. The following are illustrative, rather than exhaustive.

- Staff congratulate children regularly, both formally and informally, for behaving well, for acts of kindness, good manners etcetera.
- Staff award 'merits' for consistent good work or behaviour, or to acknowledge particular acts of kindness or consideration.
- Many assemblies have moral themes and these often reflect our focus on good citizenship.
- Pupils are encouraged and reminded to think about the consequences of their actions and choices through discussion, circle time and in religious education/personal social and health education.
- Staff supervise meals in the dining hall and many take a meal with the children. Table manners and appropriate social graces are modelled.
- Each week we nominate children from each class to receive 'good conduct' awards.
- Children in the Junior Forms/KS2 (ages 7 – 11 yrs) work towards '5 Star Awards'. The targets for most children will include aspects of personal development that underpin good citizenship.

Section Summary

Good behaviour is continually reinforced and pupils are provided with excellent role models.

Bullying

The school has a clear 'Anti-bullying Policy' (available separately) and any conscious attempt to hurt, frighten or threaten someone else is regarded as a serious example of bad behaviour.

Section Summary

We will not tolerate bullying and we will deal immediately with any problems.

Discipline and Sanctions

We expect all pupils to behave in ways that support our safe and positive learning environment. If necessary, we will employ appropriate sanctions for individual circumstances. We aim to be consistent and fair, but recognise that professional judgement and discretion must be used in what can be widely differing circumstances.

Below are some typical examples of sanctions and reprimands that may be employed by staff when necessary. The examples are illustrative, rather than exhaustive.

NB The school does not use corporal punishment.

- We expect pupils to listen carefully and to co-operate in lessons. If they do not comply, we may ask them to move to a place near to the teacher, to sit on their own or to leave the room and join another class. In persistent cases, we may issue specific behaviour improvement targets listed on a chart. Parents will be informed, and the pupil will take the chart to all lessons in order that staff may record behaviour in the key areas. Throughout, the Form teacher will monitor progress.
- We expect pupils to try to the best of their ability, in all lessons and activities. If staff consider that a pupil is not making a proper effort, the child might be asked to repeat a task and/or given additional work to reinforce the weak areas.
- Pupils must play sensibly and with considerations for others. Staff supervising the playground will intervene if behaviour deteriorates. A verbal reprimand may suffice, but in other cases the offending pupil may need to be isolated for a period. In some cases (e.g. those involving hurt to other children), staff may refer a pupil to a senior member of staff.
- If appropriate, we will discuss behavioural problems with parents/carers to ensure, as far as is possible, that the standards and approaches adopted at school are mirrored in the home setting.
- We believe that all sanctions will be reasonable and proportionate. Parents are welcome to discuss any sanctions that may be used but the school retains the absolute discretion to use those sanctions that are considered appropriate. If necessary, the school may impose the ultimate sanction of exclusion, fixed term or permanent.

N.B. When investigating behavioural issues, we expect to devote a reasonable amount of time to establishing what happened and who was responsible. However, our primary responsibility is as educators and the interests of the majority of well-behaved pupils must be respected. For that reason, we will sometimes make reasonable and appropriate decisions regarding reprimand or sanction without exhausting every possible interpretation. We expect parents to understand and to support this position.

Section Summary

Sometimes, swift and imperfect justice is better than no justice at all.

Physical Restraint

All members of staff are aware of the school's policy regarding the use of force. Teachers do not hit, push or slap pupils. Staff will 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 might take are in line with official guidelines on the restraint of children.

Section Summary

All discipline and sanctions will be applied fairly and reasonably. Physical restraint will only be used to protect individuals.

Form Teachers

Form teachers play a central role in promoting good behaviour. They have an overall pastoral responsibility for all pupils in their form. The Form teacher provides continuity and guidance to pupils in upholding our high expectations in all aspects of school life particularly, in this regard, behaviour.

Form teachers keep a classroom log and will record significant behavioural issues. Normally, the Form teacher will deal personally with incidents. However if misbehaviour continues, or individual incident warrants, the Form teacher will seek help and advice from either a senior colleague or the Deputy Head Teacher – exceptionally, the Headmaster.

Form teachers work closely with parents and many issues, including minor behaviour problems will be discussed and resolved informally. Form teachers will usually comment about conduct (behaviour) in written reports and may also comment during parent consultations.

Resolving Disputes

The school seeks the support of parents in all aspects of school life. We aim to maintain close links between school and home, working in partnership for the benefit of pupils. We expect to use reasonable discipline and sanctions, if necessary, in promoting high standards of good behaviour. We hope that parents will support the actions of the school.

If parents have any concern about the way that a pupil has been treated, they should initially contact the Form teacher. If the concern remains, the parent(s) should arrange an appointment with the Headmaster. If this discussion does not resolve the issue, the

parents may at that stage refer to the 'Complaints Policy', a copy of which may be obtained from the School Office or accessed from our website.

Review

This policy is reviewed regularly by the Senior Management Team and any significant changes are discussed with staff and notified to parents.

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