

Liverpool College Preparatory School



Liverpool College

Behaviour Policy

2009

Liverpool College Preparatory School Behaviour Policy

(see Anti Bullying Policy and Exclusions Policy)

Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

We recognise that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess

We believe that the development of character, creativity intellect and spirituality, are the primary aims of education.

We work together to create a happy and caring school community which is engaged in our local community and the wider world

We pursue high standards in every area of school life

Good behaviour is not an accident but requires the responsibility of all involved with the school and its pupils.

“We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.”

p. 99 Elton

Aims and Objectives

It is a primary aim of our school 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.

Under the Every Child Matters Framework Liverpool College strives to ensure that all children attending the school are (i) healthy; (ii) stay safe; (iii) enjoy and achieve; (iv) make a positive contribution; and (v) achieve economic well-being.

This Policy is focussed on ensuring that children “stay safe” in accordance with obligations under the Every Children Matters Framework and sets out the procedures which Liverpool College Nursery and Pre Prep and Prep need to be aware of in order for children to enjoy learning and achieve challenging national educational standards .

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 Behaviour Policy should:

Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour

Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour

The chief aims of our approach to behaviour are:

The maintenance, encouragement and promotion of good behaviour wherever possible

The shared and agreed identification of what we consider to be unacceptable behaviour

The establishment and shared understanding of class and school rules

Agreed sanctions where rules are broken

A firm, consistent approach across the school

The children at Liverpool College Preparatory School are expected to be aware of the Code of Behaviour (See Appendix). This Code is displayed in classrooms, and children are reminded of the levels of behaviour expected of them during assemblies, form periods and as part of the PHCSE course. It is also available to parents in the Parents' Handbook.

The Form Teacher discusses the school rules with each class. In addition to the school rules, each class may also have its own classroom code, which is complementary to the Code of Behaviour and agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

It is the aim of the Code of Behaviour:

- To enable every member of the school community to behave in a considerate way towards others.
- To enable staff to treat all children fairly and apply this behaviour policy in a consistent way.
- To help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- To create a suitable environment conducive for teaching, learning and good behaviour.
- To provide the children with a framework of values and attitudes which will stand them in good stead in our ever changing society
- To provide the children with an understanding of themselves and others, working towards the development of self-discipline, good manners and courtesy.
- To encourage the children to be responsible for their own actions.

Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These include:

In class

- Public display of the names of children who have been praised
- Additional group and class rewards decided by the class teacher in conjunction with the children
- Extra privileges in class e.g. giving additional jobs or responsibilities
- The use of circle time to celebrate
- Praising the child
- Bringing the child to the notice of the Headmaster/Deputy Headmaster/ other teachers/parents.
- In the Pre Preparatory Dept good work and behaviour is brought to the attention of the Head of Pre Prep/other teachers/parents
- Giving the child an appropriate reward such as housepoints, a Merit Card (worth 5 housepoints), and Star Badges (awarded to a child with the required number of merit cards). (See Appendix 'Rewards and Sanctions')
Children receiving a merit also get a merit sticker in their books. This enables them to access a website based rewards system of games and prizes.
- In the Pre Preparatory Department, housepoints are marked on the team chart and counted each week. The winning house is rewarded each half term.
- Child of the Week certificate and badge is given to 1 child in each class for good behaviour/ work in class each week.
- Smiley Face badge given to 1 child in each class for good manners/behaviour outside class each week.
- In the Nursery, Achievement Stickers and Certificates are awarded.
- End of term prize draw in the Preparatory School based on the behaviour systems in place

In assemblies

- Recognition of achievements at assemblies:
Friday in the Prep School
Friday in the Pre Prep and Nursery
- Opportunity for children to show good pieces of work and talk about their achievements and interests
- Awarding 'Cool for Cats Reading Club' prizes.
- The Housepoint Cup is awarded weekly to the House earning the most housepoints. A housepoint plate is awarded to the pupil gaining the most housepoints in a week.
- Children's achievement out of school, e.g. music or swimming certificates are also recognised in assemblies and school publications

On display

- The maintenance of wall displays demonstrating work of which children are proud
- Recognition of achievements through display, in the school's regular publications and on the College Web-Site.

Pupil Responsibility

- Recognising pupil ability by awarding whole school responsibility: House, prefect, Head Boy and Girl, School Council, Librarian etc
- Librarians, Buddies and Monitors are chosen in Year 2 each year.
- School Council Representatives chosen in Year 1 and 2- boy and girl from each class

In the Newsletter

- Other children who are to be congratulated for particular achievements, competitions etc.

The End of Term in the Prep School

- Pupil achievements are recorded in a final assembly every term. Pupils are awarded certificates, sports colours etc
- Pupils' achievements are also recorded in an end of term letter from the Headmaster
- There is a prize draw for the pupils who have not appeared in the Behaviour Book

The End of Year (Year 2- Year 6 incl)

- On Speech Day, at the end of the School Year, a prize giving ceremony recognises pupils' achievements. All parents receive a Prep School Annual Report including the achievements of all children
- Pupils reports include a self assessment of their best achievements during the year

Other Opportunities to Celebrate Include

- Musical evenings and concerts – where children can demonstrate their talents
- The House Art Festival
- Online- the Liverpool College Prep School Radio Station
- The announcements of the performance of sports teams in newsletters and assemblies

The Role of the Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school 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 classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves, in the first instance the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headmaster or the Headmaster.
- The class teacher reports to parents 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.
- In Pre Prep a Traffic Light behaviour system is used.
All children start on the green light every day. If they misbehave they move the picture of themselves onto amber. They then chose to improve their behaviour to return to green. If they continue to misbehave they are placed on the red and a period of time out is used until they are able to modify their behaviour appropriately.

The Role of the Headmaster

- It is the responsibility of the Headmaster to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.
- The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headmaster monitors all reported incidents of misbehaviour in the Behaviour Book, maintained by the Deputy Head/Head of Pre Prep.
- The headmaster has the responsibility for giving detentions and fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. These actions are taken only after the Principal has been consulted.

The Role of Parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the Parents' Handbook and the relevant policies are made available to parents through the website. We expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents 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 to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should contact the Headmaster, Deputy Headmaster or the Head of Pre Prep. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headmaster in adhering to these guidelines.
- The Headmaster has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.
- Only the Headmaster has the power to exclude a child from school. The Headmaster may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headmaster may exclude a child permanently. It is also possible for the headmaster to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Principal is kept informed on all such occasions
- If the Headmaster excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the

parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- The Headmaster informs the governing body about any permanent exclusion, and about any fixed-term exclusions.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headmaster must comply with this ruling.

Procedures to Deal with Poor Behaviour

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.

1. Unacceptable behaviour should be picked up and dealt with firmly according to a commonly agreed set of guidelines. Appropriate strategies and sanctions should be used consistently by all staff.
2. Discipline in the classroom is the responsibility of the class teacher. Discipline around the school is the corporate responsibility of all staff.
3. The Form Tutor has the closest relationship with an individual and is thus central to the disciplinary process. He/she should have a thorough understanding and knowledge of each pupil in the form, maintain records and keep other staff informed as required.
4. The Form Tutor may seek support or assistance in resolving problems as can any member of staff. However, the sharing of problems should not overload the system with trivia that can be dealt with on the spot in a firm, positive and appropriate manner.

The Disciplinary Procedure

Stage 1

- a) Dealing with minor breaches of discipline in the classroom situation. The class teacher is responsible.
- b) Dealing with minor breaches of discipline outside the classroom. Members of staff at the scene are responsible for dealing with the problem. It is at the discretion of the staff whether the incidents are reported to the Deputy Headmaster for inclusion in the Behaviour Book. In the Pre Prep, it is recorded in the Head's Behaviour or Incident Book by the teacher who is involved in the procedure from the outset.
- c) 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 Head or Deputy Head should be informed on such incidents.

Stage 2

- a) If the problem in the classroom continues and is having a general effect on the work ethos of the rest of the class and the teacher then the situation is shared between the teacher and the Deputy Head or the Headmaster and recorded in either the Behaviour Book or the Incident Book. A child can be sent from class to see the Headmaster or the Deputy Head. (A child should not be stood outside the classroom unsupervised).

- b) If there are continuing problems outside the classroom which are not resolved in a satisfactory manner, then the problem is shared with the Deputy Headmaster and an agreed response is initiated. Parents will be informed at this stage.

The Form Tutor may make contact with the parent. (The Headmaster should be informed of such a meeting) When such an interview takes place a Proforma should be completed. Copies are subsequently sent to the Headmaster, Deputy Headmaster and other relevant staff.

Stage 3

If the problem remains unresolved the matter may be discussed at a full staff meeting and a whole school approach may be taken. The pupil may be counselled and closely monitored through the Deputy Head's Report. Parents are kept informed as part of this report. Other sanctions may be deemed an appropriate response at this stage.

Stage 4

If the problems continue, The Headmaster calls in the parents for a meeting. Targets are set for improvements and the consequences of failure to comply will be clearly set out. Further appropriate action may be taken, in consultation with the Principal, if there are no signs of improvement.

Sanctions

As with rewards these need to be instant and consistently applied. It is defeatist to 'turn a blind eye' as this merely reinforces the child's belief that they can escape a reprimand. The system of punishments needs to cope with a range of outcomes from the trivial to the serious. Any sanction applied needs to be appropriate to the misdemeanour.

Note: At no time will a teacher ever use physical force to punish a child. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

Any minor misdemeanour should result in a verbal reprimand. A child may also be reported to the Deputy Headmaster who may make a note of any poor behaviour in The Behaviour Book. If this occurs the child will be informed about the entry.

Physical Restraint

Like all schools, we reserve the right for our staff to use *reasonable force* to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- "Causing personal injury to any person (including the pupil themselves)
- "Causing damage to the property of any person (including the pupil themselves)
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"

- *“Any other person whom the head teacher has authorised to have control or charge of pupils”*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL’s Guidance “Restraint,” that include:

- *“The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *“The chances of achieving the desired result by other means*
- *“The relative risks associated with physical intervention compared with using other strategies”*

Every member of staff will inform the Head Master/Mistress immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a [protocol/regime] for managing that individual pupil’s behaviour

The Behaviour Book

(Although called a ‘Book’, this is a historical reference. The system is now computer based on the school’s network in Prep)

This is reviewed by the Deputy Headmaster and Headmaster on a weekly basis. Any children who are appearing too frequently may have further sanctions against them:

- a) An interview with the Deputy Headmaster
- b) An interview with the Headmaster
- c) Parents informed
- d) A Detention
- e) Parents invited into school for an interview with the Headmaster

The Deputy Headmaster also records misdemeanours of a more serious nature in an Incident Book. These are generally acts of violence or bullying or any incident which may result in a parental enquiry or complaint.

Staff have access to these books. Parents, on request, will be informed about inclusions relating to their own children.

In the Pre Prep, the Head is informed of any unacceptable behaviour and this is recorded in an Incident and or Behaviour Book. The child is interviewed and parents are contacted if the behaviour persists.

In the Nursery, no bullying or physical violence will be tolerated. Persistent or serious bad behaviour will be reported to the parents at home time. Repeated incidents may result in a log (dated) being kept on the child. Aggressive behaviour may result in a ‘time out’.

Detentions

(N/A in the Pre Prep or Nursery)

Detentions will take place on a Friday, between 12.45pm and 1.30pm.

Parents are informed about the punishment through a Detention Form issued by the Deputy Head (See Appendix). They subsequently acknowledge the receipt of the Detention slip.

A Detention assignment will be set by the Deputy Head. This will encourage the child to reflect upon his/her actions.

All detentions are recorded in a file and subsequently recorded on the Reports issued at Christmas and in the Summer.

Detentions can only be given by the Principal, Headmaster or the Deputy Headmaster. Once set, they can only be withdrawn by the Headmaster or the Principal.

Serious or repeated misbehaviour will result in a Saturday morning detention. The Headmaster and/or Deputy Headmaster are responsible for supervising this punishment.

Deputy Headmaster's Report

(See Appendix) (N/A in the Pre Prep)

The Deputy Headmaster's report is a 'lesson by lesson' record of a child's progress through the week. These are not solely used as a disciplinary measure, and can be used to chart a child's organisation/concentration in class. However, they are also used to monitor a child's behaviour.

These are issued after consultation with the Headmaster and/or the Deputy Headmaster, and often after discussion during a staff meeting.

The parents are part of this process and are consulted about this development. They are expected to sign it on a daily basis. The Deputy Headmaster and the Form Teacher also monitor progress closely.

Other Strategies which may be used;

Restitution: Child pays for any repair or gives time up to repair damage

Imposing extra work: for incomplete prep or repeated lateness to class

Time out: Removal of child from group to quiet area until calm

Owing time: Any wasted class time is made up during break or free time

Withdrawal of Privilege: withholding participation in educational visits, sports events or other activities which are not essential to the curriculum;

Community Service: in the case of anti-social behaviour

All of the sanctions in section 5, except Community Service apply in the Pre Prep

Repeated and/or Serious Misbehaviour

Depending upon the nature of the misdemeanours, the Headmaster can:

- a) Enlist the support of external agencies
- b) Exclude the child from school for a specified period of time
- c) Exclude the child from school on a permanent basis

Exclusions (For full details see the Exclusions Policy)

Only the Head can exclude a pupil and only after there has been consultation with the Principal. Pupils may be excluded for one or more fixed periods or permanently.

Fixed Periods

A pupil can be excluded for a fixed period of time for a one-off serious offence or a series of minor misdemeanours which have generated lesser sanctions (eg Friday and/or Saturday detentions). Pupils can be excluded for one or more fixed-term periods.

Permanent Exclusion

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed. This could be one of the following, but the list is not exhaustive:

- serious violence, actual or threatened, against a pupil or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

Inappropriate Exclusion

The school does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline;
- poor academic performance;
- truancy or lateness; and
- non-compliance with uniform regulations.

Progression to the Next Part of the School

There is no academic barrier to a pupil progressing between the different sections of the school:

- progressing from Nursery to Reception;
- progressing to Key Stage 1 from Reception;
- progressing to Key Stage 2 (the Prep) from Key Stage 1 (Pre Prep);
- progressing to Upper School from the Prep School.

However, we do monitor a child's behaviour and if this is deemed to be inappropriate, then this could prove to be a factor determining whether a child should progress into the next section of the school. Parents are kept fully informed if their child's behaviour appears to be developing into a factor determining automatic transfer into the next section of the school.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the school. Details of this process can be found in the Complaints Policy.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Links with other Policies

The Policy should be read alongside the following:

The School's Statement of Ethos and Aims, The Anti-Bullying Policy,
The Restraint Policy, The School Development Plan, The Complaints Policy

Meeting the Early Years Foundation Stage Legal Requirements

Safeguarding and promoting children's welfare:

The provider must take necessary steps to safeguard and promote the welfare of children.

(For further details please refer to the 'Statutory Framework for the Early Years Foundation Stage' dfes 2007.)

After School Club

The Breakfast Club and After School Clubs adhere to all Liverpool College policies and procedures and the EYFS Welfare requirements.

Parental Access to Policy

This policy is available for parents to read on the College Website. Parents are also welcome to view the policy in school or we will send it to them, on request.

Monitoring and Review

The headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour.

The headmaster keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

S.Buglass
July 2009

Behaviour Policy

Appendices

The Code of Behaviour

A Detention Slip

Deputy Headmaster's Report

Housepoints and Merits

