

**THE FALCONS
PRE-PREPARATORY
SCHOOL FOR BOYS
INCLUDING THE EARLY YEARS FOUNDATION STAGE**



**BEHAVIOUR, DISCIPLINE AND
EXCLUSION POLICY**

Aims and Expectations

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 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 where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this Behaviour Policy in a consistent way.

This policy aims to help children to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

The school rewards good behaviour, good effort and achievement. This helps to develop an ethos of co-operation and kindness. This is done through house points, certificates, stickers, stars, and verbal acknowledgment from the class teacher. See Awards policy.

Special responsibilities

When the boys join Year 2, they are given new roles within the school. We feel that it is important for them to take on additional responsibilities as it raises their confidence and self-esteem. Each term we appoint a Head and Deputy Head Boy and House Captains.

The Year 2 boys take on the roles of prefects, librarians and official helpers. They will all have the chance to do each role during the course of the year. The prefects look after a class in one of the younger year groups, helping them to assembly and back to class after playtime, and being role models. The librarians look after our wonderful new library under the guidance of Miss Sandor. They make sure the library is kept tidy and that the books are kept in the correct sections of the library, giving them basic library classification skills. The official helpers have a myriad of roles from answering the telephone on the top floor to collecting house points for the Headmaster each week. The boys receive a colour coded badge each term which they wear with pride on their blazers.

Behaviour Expectations:

- We expect children to listen carefully to instructions in lessons and at all other times in school, e.g. in the playground, lunch hall, on trips etc.

- We expect children to try their best in all activities, and take pride in the presentation of their work.
- We expect children to develop an awareness of the needs and feelings of their peers and behave in ways which reflect this.
- We expect children to follow school and class codes of conduct (see above).
- We encourage children to take pride in their appearance and to learn to take care of their uniform and possessions.
- We expect all pupils to be polite and helpful.

School Actions:

- If a child is disruptive, the member of staff will in the first instance reprimand him, and explain why his behaviour is inappropriate.
- If this behaviour continues he will be separated from the activity/ group he is with for a short period of time, either within his classroom or in another classroom, under supervision
- If this behaviour re-occurs, he will be taken to the Deputy Head, who will talk to the child, and record the visit in the school behaviour book.
- If the child is sent to the Deputy Head more than three times over a short period (i.e. within half a term), the parents may be contacted and asked to come in to school to help resolve the problem
- At this stage the Headmaster will become involved.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. This is part of our PSHCE programme. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during an activity such as 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See Anti- Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff 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 that we take are in line with government guidelines on the restraint of children. Corporal Punishment NOT permitted.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. 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 Head teacher or member of the SMT.

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 of a child. For concerns about welfare please consult the Safeguarding Policy.

The Role of the Head teacher

It is the responsibility of the Head teacher/Deputy Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the ALPHA Plus Group, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after consultation with the ALPHA Plus Group.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and Parent Handbook, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate 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, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Fixed-Term and Permanent Exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision. The school informs the parents how to make any such appeal.

The Head teacher informs Head Office about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Please see Anti-Bullying and Equal Opportunities Policies

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