



Behaviour and Discipline

Policy Statement

At Rowan Preparatory School we seek to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

This document is a statement of the aims and strategies for Behaviour and Discipline at Rowan Preparatory School. It seeks to reflect our School Motto *Hic Feliciter Laboramus* (Here we Work Happily) and the aim of the school to create a happy, friendly and purposeful environment where pupils feel physically and emotionally secure within a safe, considerate and caring community. Our policy is designed to promote good behaviour, rather than merely deter anti-social behaviour through the application of sanctions.

All staff at Rowan have a responsibility to influence positively the atmosphere of the school and maintain high standards of behaviour. This policy is shared with all staff (including volunteers and support staff) upon employment and at the start of the year in the staff information folder updates.

Rowan Preparatory School does not permit the use or threat of corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff including all those acting Loco Parentis.

The aims of this policy are:

1. to promote positive behaviour for learning
2. to define the role of teachers in promoting good standards of behaviour
3. to define 'serious offences'
4. to state what is expected of pupils
5. to state what is expected from parents and carers
6. to provide guidance on available rewards and sanctions.

The person with overall responsibility for behaviour and discipline at Rowan is the Headmistress, Mrs Susan Clarke.

This policy applies to all members of our school community, including those in our EYFS setting. This document is available in line with our Provision of Information Policy and should be read in conjunction with the following policy documents; Teaching, Admissions and Exclusion, Removal and Review, Physical Restraint, Anti Bullying, Arrangements for Searching pupils and the record of sanctions.

Rowan is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010) in respect of safeguarding and pupils with Special Educational Needs. Further details are available in the school's Equal Opportunity Policy document. Rowan seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Procedures

1. Positive Behaviour for Learning

Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable. By making the expectations of good behaviour explicit the school seeks to create a positive atmosphere that supports effective learning.

- a) Pupils must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.
- b) Staff and pupils must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.

- c) Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these pupils are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

2. Role of Teachers (Girls at Rowan see all adults as teachers; this section applies to all teachers)

- a) The teachers in our school have high expectations of the girls with regard to behaviour, and they strive to ensure that all girls work to the best of their ability.
- b) Teachers are responsible for ensuring that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The Class/Form Teacher discuss the school rules with each class. If there are incidents of anti-social behaviour, the Class/Form Teacher discusses these with the whole class during circle time, where appropriate.
- c) Every teacher treats each girl fairly, and enforces the classroom code consistently. The teachers treat all girls in their classes with respect and understanding.
- d) If a girl misbehaves repeatedly in class, the Class/Form Teacher will keep a record of all such incidents and may raise this at our weekly Record of Concern. In the first instance, the Class/Form Teacher deal with incidents her/himself in the normal manner. However, if misbehaviour continues, the Class/Form Teacher will seek help and advice from the Deputy Head or the Headmistress.
- e) The Class/Form Teacher should liaise with external agencies, as necessary, to support and guide the progress of each girl.
- f) The Class/Form Teacher reports to parents about the progress of each girl in their class, in line with the whole-school policy. The Class/Form Teacher may also contact a parent if there are concerns about the behaviour or welfare of a girl.

Where there is an immediate danger of personal injury, injury to another person or an immediate danger to property, Rowan permits staff to use physical restraint. However, it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention Susan Clarke, Headmistress or the Deputy Heads, Kate Enefer or Carolyn Sharps should be informed immediately or as soon as is practical after the incident. A written record of the incident will be kept in the pupil's file.

3. Serious offences

We define the following as serious offences:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon
- e) persistent and defiant misbehaviour including bullying or damage to school property

A record of sanctions imposed for serious disciplinary offences is kept in the Headmistress' study. This record includes: pupil's name; pupil's year group; the date of the offence; the nature of the offence; the sanction imposed. This record is reviewed by the Headmistress half termly so that any patterns may be identified quickly and appropriate interventions made.

4. Expectations of Pupils

Pupils are expected to be polite and show consideration towards each other and towards school staff. They are invited to make a contribution to determining the school's Behaviour-Management Policy through representation to the School Council.

- a) Pupils are required to observe the following basic rules in the classroom:
 - i. Arrive on time with all the equipment needed for the lesson.
 - ii. Listen in silence when the teacher is giving instructions.
 - iii. Follow instructions promptly and accurately.

- iv. Raise a hand to gain attention and only speak when invited.
- v. Stay in the allocated seat or workspace unless given permission to move.
- vi. Treat others with respect and consideration at all times.

- b) Pupils are required to dress cleanly and neatly in the specified uniform or other clothing as specified for practical work and other physical activities.
- c) Pupils must obey all health and safety regulations in classrooms and around the school including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
- d) Pupils should never make racist, sexist or other abusive or humiliating remarks.
- e) Pupils must never resort to physical violence.

5. Partnership with Parents/Carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

- a) Parents/carers are required to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.
- b) Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour.
- c) Detentions in after school hours can be set as long as parents/carers are informed 24 hours in advance, in writing. Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

6. Physical Contact with Pupils

Some form of physical contact with pupils by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body and one-to-one discussions with pupils might most appropriately take place in rooms which are openly visible to other members of staff. Where any uncertainty exists a senior member of staff should be consulted.

In the event of physical restraint it is important that only the minimum amount is used in order to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil). Following such an intervention the critical incident form should be completed. See also the school's Physical Restraint Policy.

Guidance on Rewards and Sanctions

Rowan Brae

We praise and reward girls for good behaviour in a variety of ways by:

Communicating the Golden Rules and expectations and praising girls for following these.

Congratulating girls both verbally and in writing.

Awarding 'Good Marks' in recognition of something they have done well.

Nominating a girl from each class (Rec-Y2) to receive the 'Good Manners Certificate' at our weekly Celebration Assembly.

Using stickers to reward good work and good behaviour.

Rowan Hill

Good Marks

Girls are awarded good marks in recognition of something they have done well. This may be academic, social or sporting.

The allocation of good marks will be as follows

- 3 Excellent
- 2 Very good
- 1 Good

If a girl achieves 50 good marks in any one term she will be awarded a House Badge, this will be superseded by a larger badge once she reaches 100 good marks. There is a special certificate to be awarded in assembly by the Headmistress for any girl who achieves 150 good marks (bronze certificate level). As the school year progresses, girls may well achieve their 200 good marks certificate (silver level) or perhaps even their 300 good marks certificate (gold level).

Commendations

Commendations are awarded to girls in the form of a certificate for exceptional behaviour or achievement. They are announced at Celebration Assembly each week.

Headmistress' Award

This is the top accolade for a Rowan girl to achieve and it reflects an outstanding achievement. The certificate is awarded in the Headmistress' study and then given at the weekly Celebration Assembly.

In addition to these rewards, the teachers use a variety of different strategies to promote positive behaviour. These include their name being written on the sun in each classroom, Superhero stickers and slips, Focus Fortnight, marble jars, star of the week, golden time amongst others. The school acknowledges all the efforts and achievements of girls, both in and out of school.

Sanctions

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. For minor misdemeanours girls will be given a warning or their name would be written on the cloud displayed in each classroom, in the first instance, and therefore the opportunity to correct their behaviour. When girls are written on the cloud, the teacher will note this in the staffroom so that all teachers are aware. If a girl is written on the cloud three times, she will attend a Reflection Time in the library with the Deputy Head. Any concerns are raised in our weekly Record of Concern meeting and noted on both the minutes and on iSAMs.

If a sanction is applied for a serious disciplinary offence it will be recorded in the school's record of sanctions. A serious disciplinary offence or defiant behaviour is detailed earlier in this policy and may result in exclusion or expulsion from school. The record of sanctions for serious disciplinary offences is shared regularly with the LGB.

Procedures for EYFS

The named members of staff having overall responsibility for our programme for supporting Personal, Social and Emotional Development are: Carolyn Sharps (Head of Pre-Prep & Deputy Head) and Susan Clarke (Headmistress). They liaise closely with the PSHE coordinator and Director of Sport and Wellbeing.

We require the named person to:

- keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
- check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

We require all staff, volunteers and pupils to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the school behaviour policy and its guidelines for behaviour as part of the school induction process.

We expect all members of our school - pupils, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with families. Parents/carers are regularly informed about their daughter's behaviour by their key person or form teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour in EYFS

We require all staff, volunteers and pupils to use positive strategies for handling any inconsiderate behaviour, by helping pupils find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was unacceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We ensure that there are enough popular toys and resources and sufficient activities available so that pupils are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.

We acknowledge considerate behaviour such as kindness and willingness to share.

We support each child in developing self-esteem, confidence and feelings of competence.

We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

When pupils behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.

We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

We do not use techniques intended to single out and humiliate individual children.

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of Carolyn Sharps, Head of Pre-Prep and Deputy Head and are recorded in the child's personal file. The child's parent is informed on the same day.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Hurtful behaviour in EYFS

We take hurtful behaviour very seriously. Most children during their time at school will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children, hurtful behaviour is momentary, spontaneous and often without understanding the feelings of the person whom they have hurt.

We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.

All staff support social skills by modelling behaviour, through activities, drama and stories.

We build self-esteem and confidence in children, recognising their emotional needs through positive relationships with them.

We work in partnership with parents to ensure that they are fully informed should there be any cause for concern.

Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying in EYFS

We take bullying very seriously. Please refer to the Anti-Bullying policy.

This document is reviewed annually by the Compliance Administrator or as events or legislation change requires. The next scheduled date for review is November 2018.