



THE GROVE

INDEPENDENT SCHOOL

Behaviour and Anti-Bullying Policy

This policy should be read in conjunction with our equality policy.

Overview

It is important that children learn to respect the rights of others, co-operate, the balance between freedom and restriction, and tolerance. Manners, standards, boundaries of right and wrong and a sense of responsibility are necessary for all members of a group to enjoy their rights. It is also vital that children learn that their actions affect others and that they are accountable for their actions.

The Code of Conduct provides a framework for children, staff and parents to work in partnership with each other to provide a calm, productive environment for learning. This includes out of school care.

Aims

- To promote and reward a positive attitude towards work and behaviour.
- To encourage a sense of responsibility.
- To develop self discipline.
- To establish good relationships through mutual respect and courtesy.
- To prevent unacceptable behaviour.

Nursery

Behavioural Standards

- To provide a calm, friendly and fun environment in the Nursery; there are certain standards of behaviour that are acceptable in Nursery and we ask that parents help staff in maintaining this
- Children attending the Nursery are encouraged to share, show respect to each other, be friendly and polite to all around them
- Having such a diverse age range within the Nursery, the behaviour expected and the dealing with the behaviour is age relevant

- In Nursery good manners are encouraged by staff in all areas of Nursery life, i.e. to say, Please, Thank you and Sorry
- Children are encouraged to be gentle and kind to one another and to learn the difference between right and wrong
- Where staff feel that there is a problem with a child's behaviour they will speak to the parents on the same day or as soon as reasonably practical.
- Where parents feel there is a problem with their child's behaviour they will speak to the staff
- If parents feel there is a problem of discipline or behaviour in their child's room they may speak to Emma Carlin (Head of Pre-Prep)
- Staff who feel that they need support with a child's behaviour or the discipline of a child may also speak with Emma Carlin.
- The Nursery staff are not allowed to smack the children.
- There is no use of naughty corners or chairs

School

Monitoring Pupils and Incident reports

Significant incidents are completed by staff to record events which cause concern. These are primarily identified as an occasion where:

- A child is physically or mentally hurt with intent by another child or children
- There is a fight
- There has been an accident that has resulted in a child being hurt which could be misconstrued
- Any instance where a child has completely lost control of themselves

The incident reports are held on ISAMS on the staff area which cannot be accessed by pupils. The database is reviewed on a weekly basis by the Director of Studies and Deputy Head. Minor misdemeanours are recorded on the debit sheets which are monitored by the form teachers.

Each morning at handover and at the weekly at staff meeting, there is an opportunity to discuss any problems or observations of the pupils. These can be informal as well as the formal incidents. In this way, any

occasions where bullying or unkindness may be occurring should be picked up. Similarly, any child who is struggling to pay attention or not completing their work or homework can be identified.

A range of strategies are used to deal with undesirable behaviours with the aim of promoting and encouraging positive behaviour which work alongside the discipline policy. These include: charts and stickers, positive report cards, daily meetings and discussions, mentoring and group work.

Pre prep

Rewards

As a school we encourage good behaviour and attitude through a reward system.

In the pre-prep department the class teacher awards stickers for good work, effort and behaviour.

In Walnut, Maple, Beech, Holly, Larch and Rowan the children are given stickers which are recorded on a chart. In Cedar and Birch the children have their own star chart, which gives them the opportunity to earn stickers. They receive a certificate for achieving 10, 25 and a book token for 50 stars over the term. Once a month, during achievement assembly special mention is made of those children who have worked particularly well. Once a month a child from Foundation and Pre-Prep is nominated for demonstrating good citizenship skills, the child receives a certificate for this.

Sanctions

Sanctions are given calmly and the child is given the opportunity to improve at all levels.

- Verbal reprimand or rebuke
- Move child to sit on their own to reflect on their actions
- In certain circumstances a meeting will be set up with the parents to discuss the child's behaviour
- Report child to class teacher
- Messages to the parents in the child's message book
- Report child to the Principal/Senior Leadership Team
- Behaviour chart

- Rewards may be removed
- Meeting with parents
- Corporal punishment is never used.

In certain circumstances, once the above procedure has been followed, the Principal/Deputy Head may apply the following additional sanctions:

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- Suspension – remove from school for the remainder of the day and the following day. A longer period of suspension is sometime necessary.
- Permanent exclusion (this is a last resort and help would be given in finding a school more suitable for the child's needs.)

Guidelines

- Always do your best
- Always look and listen
- Be kind and helpful
- Don't interrupt when the teacher is talking
- Always follow instructions

The children in the pre-prep department follow 'The Golden Rules' (Jenny Mosely). These rules are reinforced in teacher led assemblies and in their PSHE.

Prep

Sanctions, Rewards & House System TGIS

Debit & Credit System

- To run alongside work levelling policy
e.g – if a child meets the criteria set of them (L3) they receive 1 credit.
L3 = 1 Credit
L2 = 2 Credits
L1 = 3/5 Credit Commendation
- Commendations awarded for exceptional pieces of work, effort, kindness, helpfulness or achievement. Commendation given to pupil who takes award to be signed by Head (at a designated time in the week) and be recorded in HW diary.

Credit worthy Qualities

- Curiosity,
- Courage,
- Creativity,
- Resilience,
- Resourcefulness,
- Reflection

Why increase credits?

- Children respond to praise & want to feel like they are achieving constantly
- Credits currently given for top level work (in general). We should be encouraging children to do as they have been asked and rewarding that accepted behaviour.
- A child who has sunk his heart and soul into a piece of work or activity might currently not be rewarded.
- Link more closely to house System.

Debits

- Expand system to include recorded warnings. (sheet needed to be recorded in HD)
- 3 warnings = 1 debit
- Warnings mean warnings of poor behaviour, unkindness, silliness.
- Warnings cleared at end term
- Therefore making Debits more serious and carry more weight.
- Individual lesson can carry board warnings before becoming full warning at end of lesson

Options for recording:

- 1) Teacher records in HD and once a week Form teacher loads multiple C's and D's onto system, in time for next achievement assembly
- 2) Awarding teacher, logs in HD & on iSAMS immediately.

Sanction Hierarchy:

Assistants seeing issues and bypassing form teachers and coming straight to Deputy Head.

Course of action should be:

Assistant reports to form teacher

Form teacher sanctions and deals with matter unless it is consistent re-offense or of such a serious nature it should be escalated to SMT depending on issue (Pastoral, Academic, Pre-Prep)

- This would give teachers greater standing and makes a bigger deal of being sent to SMT.

Child misbehaving in class:

- Verbally warned about behaviour
- Name on board if no improvement
- If child shows no improvement by end of lesson written warning given
- If behaviour becomes worse, debit issued.
- Only in extreme cases should a child be removed from class, i.e poor behaviour over a number of lessons.
- Children who have not misbehaved should not be removed from lesson to notify SMT.
- If a child is removed an e-mail or note should be sent to SMT notifying them of reasons and what pupil should be doing.

House System – Overseen & collated by EM

House's competing for Weekly, Termly and Yearly Competition

Achievement Assemblies – (AA to run as usual but Prep School to become house based)

- To be bi-weekly on Fridays (on pre prep assembly days years 3-8 have house meeting)
- Houses compete to win house (flag/badge etc)
- Each child's credits are recorded and added to the rest of their house. An average number of credits per house recorded to give the weekly total.
- Children with x credit's per week read out in assembly with the highest 1 or 2 in junior & senior sections receiving house badge for the week. (Junior 3-5, Senior 6-8)

- Any child receiving a debit in the period will not be eligible to be read out at assembly (for that week only). (Credits still count to term total less the debit)
- Pupils who have received a debit, see Housemaster about how to rectify behaviour. Pupils with 2 debits in a week see the DH & those with 3 see the Head.
- End of term House Shield award to member of junior and senior house with most credits less debits.

Housemasters (PK, ASk, GR, DP)

- 4 housemasters manage credits and debits for house.
- Read out credits in assemblies, award weekly badges and end of term shields and certificates, speak with those who have received debits
- Chair house meetings and ensure house teams are full prepped for competitions, children who have received commendations for work to present to rest of the house

House competitions (All given even point status straight to house. 1st 20, 2nd 15, 3rd 10, 4th 5)

- Sports - Poetry reading
- Debating - Model Making / Warhammer
- Music - Art
- Drama - Any other areas possible
- House days

House days

- Collapsed timetable days (last day of 1st half of term)
- Pupils work in houses to complete activities that are linked to theme of the day. Points collected for each activity for in desired skill sets. Winning house most points, children awarded 4,3,2,1 credits respectively or straight to house as comps.
- Theme's alternate between the school aims. (e.g Positive Outlook, Self-reliance)

Sanctions

Any teacher may apply the following sanctions for unacceptable behaviour:

- Verbal reprimand or rebuke
- Move child to sit on their own to reflect on their actions
- Short detention at playtime supervised by the teacher
- Debits are given for continued inappropriate behaviour and immediately for more serious behaviour – disruptive or dangerous; fighting; swearing and telling lies. A debit cancels a credit for certificates and house points
- Report child to form teacher
- Messages to the parent in the child's message book.
- Report the child to the Head of Department /Principal.
- Removal from clubs for up to one week
- Meeting with parents
- Behaviour chart in discussion with DMB & GS
- If a child misbehaves during clubs he/she will be excluded from the session and the following week.
- Pupils who do not work properly in the first prep session can be sent to the second prep to continue their work.
- Corporal punishment is never used.

In certain circumstances the Senior Leadership Team/ Principal may apply the following additional sanctions:

- Cooling off – A child may be kept in at break time to allow them to think about their actions.
- Detention – If a child receives 5 or more debits in a term they will be required to attend detention during the following week. Parents will be notified in advance by letter. The child will not be allowed to attend clubs for a week. Each subsequent set of 3 debits will result in another detention letter.
- Removal from a fixture.
- Removal from clubs for longer periods.
- Putting a child on report for a period of at least one week. The child is given a report book, which they hand in to the teacher/assistant at the beginning of every lesson/playtime. The teacher/assistant records the child's behaviour for that session. At the end of each day the child reports to the Principal/Head of Prep with their report book. The book is taken home each night for the parent to read and sign. While on report the child may not

attend clubs (LVAC lessons are attended as normal) and must attend both prep sessions.

- Internal suspension – removal from class to allow a child to have space to reflect upon their actions (it is expected that they would do the set class work)
- Suspension – removal from school for the remainder of the day and the following day. A longer period of suspension is sometimes necessary (for stealing, continued violent behaviour. Also see section on bullying). Work appropriate to the curriculum would be set for the child to complete at home.
- Permanent exclusion (this is a last resort and help would be given in finding a school more suitable for the child's needs).

Basic Rules

The following apply at all times:

- Good manners at all times
- Work hard
- Be helpful and kind
- Be polite
- Look after property
- Respect for all (say positive things about others)

Specific area guidelines

In the classroom

- Be punctual for all lessons
- Have the correct equipment
- Pay attention
- Take pride in your work
- Put your hand up to gain the teacher's attention
- Listen to what others have to say. Be tolerant of other people's ideas and views.
- Respect for all, say positive things about others and be polite to each other.
- Take care of the classroom and equipment
- Stand when the Principal enters the room
- Tidy up and leave classroom quietly and calmly

Around the school

- Walk in single file. Keep to the left.

- Hold doors open for each other and adults
- Coats, blazers, rucksacks, bookbags, kitbags on pegs.
- Care of possessions
- Polite greetings to adults.

On the playground

- Invite other children to join your games
- Respect for all, say positive things about others and be polite to each other.
- Share playground equipment and toys
- Listen to the whistle
- Line up at the end of playtime in straight, silent lines.
- Be aware of younger children
- No play fighting
- Do not disrupt other children's games.

In the dining room

- Silence during main course of meal
- Good table manners using a knife and fork.
- Put your hand up to gain the attention of an adult
- Show your appreciation by saying "Thank you"

Off – site

- Full school uniform (clean and presentable)
- Best behaviour
- Aware of others
- Polite and respectful to all
- Fixtures – be sporting
- Stay in group with group leaders
- Follow the minibus procedure

Out of bounds areas

- Trees and bushes around the edge of the site.
- Behind the Dining block.
- Car park unless accompanied by a parent or member of staff.
- Staff room and resources room.
- The Foundation corridor during the school day unless given permission by a member of staff or it is raining heavily.
- The outdoor play equipment unless being supervised by a member of staff.

Anti-Bullying Procedure

Bullying is deliberate hurtful behaviour that is repeated over a period of time. It can be physical, verbal, indirect, or done using a computer or mobile phone (spreading nasty rumours, excluding someone from a group, sending nasty messages via e-mail or text etc). It can be about physical appearance, personality race, religion, gender, sexual orientation, disability, damaging or stealing someone's property or coercing him or her into acts they do not wish to do or shouldn't do.

If the school receives a complaint about or observes a child being bullied the following procedure will be followed:

- The complaint/observation is logged on the incident reports. Teaching staff and classroom assistants are made aware in the handover meeting the following morning. Initial feedback is taken from staff and recorded by a member of the Leadership Team.
- The Leadership Team will investigate the matter and speak to all the children involved. This is recorded in her diary initially and if bullying is occurring, events are summarised in the Serious Behaviour book.
- All of the children involved, whether the bully or child being bullied, will be given support. This will be in the form of one to one discussions and mentoring.
- All staff will be notified about the investigation results.
- Where necessary the children will be separated during lesson and meal times.
- An extra assistant will go out at playtimes for a period of at least one-week to observe and record, if necessary, the behaviour of all those mentioned in the complaint.
- The school assembly will be themed around anti-bullying and the PHSE lessons for those children will come out of normal curriculum and focus upon behaviour, respect and tolerance of others.
- If at the end of the observation period, the bullying is continuing, the parents will be called in to discuss their child's behaviour. A warning will be issued and the child may go on report.

- If at a later date the child is found to display this unacceptable behaviour again, the parents will be contacted immediately; the child will be excluded from school for 1 day and a second warning issued.
- After this second warning if the behaviour occurs again the child will be suspended for a longer period of time, with a time limit for improvement.
- If the bullying does not cease the school will have no choice but to exclude the child permanently.

Guidelines for Parents

If you suspect that your child may be the victim of bullying please inform the school straight away – we will work with you and the children involved to improve and resolve the situation.

Sometimes, a child may not perceive an incident accurately and so, under any circumstances, parents should not approach another child.

Regular communication is essential and you may be invited to feedback meetings depending upon the behaviour issues/bullying occurring.

Should there be any further incidents that your child tells you about, please let the school know – we cannot act if we are unaware.

Please refer to Preventing and Tackling Bullying (October 2014) for further information.