

Eaton Square School Behaviour Management Policy

A successful Behaviour Management Policy depends on good communication and positive relationships between children, staff and parents. It provides security for children and increases their opportunities for development and learning. Eaton Square School has a clear Behaviour Management Policy whereby staff, students and parents are aware of acceptable and unacceptable behaviour and the system of rewards and sanctions that apply.

When the whole school community follows the School's code of behaviour and understands the rules and reasons that govern them, together with the School's practice of rewards and sanctions the Behaviour Management Policy will be effective. It is vital that all of our procedures are understood by all adults in the school, by children and by parents. The key principles of the Behaviour Management Policy are communicated to children and the policy is made available to parents at the beginning of each academic year.

At Eaton Square School our desire is to foster a caring environment for each child that embodies the following principles:

- Giving and receiving respect.
- Aim to encourage and praise children rather than reprimanding, wherever possible.
- Praise should be genuine and criticism constructive.
- Sensitivity to the individual needs of each child. Children should accept adult authority, but the development of individuality should always be encouraged.
- Consistency and clarity in our response to behaviour. It is important to administer sanctions fairly and to ensure that particular groups of children are not inadvertently discriminated against.
- At Eaton Square School the expectations of parents, teachers and children in terms of discipline have always been high. Standards of behaviour, dress, work and respect depend on the example of us all.
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Most problems are resolved by quiet discussion. Try to avoid confrontation, listen, establish the facts, judge only when certain; and use sanctions sparingly.

We have a proactive approach to improving behaviour at Eaton Square School. At the start of each academic year, each class teacher helps their class to work out class aims and rules, based on our School Code of Conduct. These aims provide the guidelines for the children in the class in terms of how they are expected to behave and work. Class teachers help the children to target particular aims and to work on making the classroom a positive learning environment.

Behaviour Management: Positive Behaviour

Rewards

Positive reinforcement is used as much as possible in a variety of ways:

- Positive gestures and acknowledgement of good behaviour and achievement.
- Stickers from teachers and the Heads of Department, Deputy Head and Headmaster.
- Achievements mentioned in Assemblies. Children also have the opportunity to show excellent work in assembly.
- Children may be nominated for the Book of Honour on a weekly basis. One child is selected from the Pre-Prep, one from the Junior Prep and one from the Senior Prep every week to go into the book that is on display in the foyer and these are presented in Church each week. Other nominated children will receive a certificate to take home.
- House points are awarded for positive behaviour and good work.

1 House Point:	good general group behaviour e.g. whole class lined up sensibly good work
2 House Points:	excellent piece of work/homework excellent individual behaviour around the school excellent manners at lunch excellent manners towards staff/other adults
3 House Points:	outstanding work outstanding behaviour outstanding assembly

House points are recorded on a chart in the classroom and collected in on a weekly basis through the use of departmental spreadsheets located on the School network. In the Senior Prep, house captains collect and input house points at the end of every week. Results are announced in Monday/Friday assemblies. The departmental totals are combined every term and the Intra Annum Tropeum is awarded in Church at the end of each term. An end of year House Cup is awarded to the most successful house at Prize Giving.

- Pupils in Years Seven and Eight may also be awarded commendations for outstanding work or conduct. These are seen as above a house point in terms of status and are collected towards a treat for all pupils in Years Seven and Eight, usually in the form of a meal for example.
- Prizes for achievement during the school year are awarded at Prize Giving.
- Rewards may differ from class to class, in addition to the House Point system.
- The School reward system is separate to the sanctions system. House points and commendations may not be debited. Poor behaviour is dealt with through the sanctions system.

Sanctions

As a staff we have a set procedure for dealing with misbehaviour and consistent language must be used at all times. Initially staff would initially follow the guidelines for Level 1 of the sanction timetables (available to staff) and:

- Give reasoning
- Appropriately ignore of low level inappropriate behaviour
- Give verbal reminders and state consequences
- Possibly move a child within the classroom
- Possibly restrict free choice activities, but not restrict access to open-air opportunities, i.e. park not to be withheld, but teacher may ask pupil to stand beside them while the other children play
- Require an apology

The Pre-prep Traffic Light System

The hall and every classroom in the pre-prep have on display the colours of the traffic light; green, amber and red. Green signifies appropriate behaviour. Should a child show inappropriate conduct (within level 1) then their picture moves to amber. This is a reminder that they need to reflect on what they have done. For kind and appropriate behaviour they may move their face back to green. If the child continues to behave inappropriately, then their face would be moved to red. Every name moves back to green for the start for the next day.

If this approach was unsuccessful the Behaviour Management Policy would apply

- Written warnings are issued and this may then lead to Thinking Time (*See [Appendix F1a](#): Pre-Prep Thinking Time Form, [Appendix F1b](#): Junior Prep Thinking Time Form and [Appendix F1c](#): Senior Prep Thinking Time Form*). Thinking Time for Pre-Prep and Junior Prep pupils generally occurs at lunch time. For Senior pupils, it may occur as a lunchtime Thinking Time or after school as a Friday afternoon detention at the decision of the Head of Seniors.

Parents are kept well informed of any behaviour problems that a child may have at an early stage rather than allow more serious problems to arise. The Form Teacher will discretely inform the parent in person or via a phone call. Most problems are easily resolved when parents are contacted in order to share with them the most effective ways of helping a particular child. If we have needed to discuss inappropriate behaviour with parents, we make sure that we give them positive feedback when there are improvements. Where behaviour problems have been escalated to the SMT, the Head of Pre-prep/Juniors/Seniors will make contact with the parents.

This policy should be read in conjunction with our Anti-bullying policy for issues concerning bullying.

There are sometimes periods in a child's life when behaviour is adversely affected by circumstances beyond his or her control, such as the death of a close relative or a problem in the family. It is always helpful for the school to know so that we can deal sensitively with children who may be under stress, even if we do have to reprimand them or apply sanctions. Unless a parent does not want it discussed, all members of staff will be made aware of a child with specific problems at the weekly Pastoral Care meeting for No. 79 and No. 29 or through the Pre-Prep's pastoral care notes. This is to ensure that all staff can all deal sensitively with the child if they come across him or her during the day. Minutes of the Prep Pastoral Care meeting are also written by the Head of Juniors on a weekly basis detailing any personal issues regarding children and making a note of children who have been for 'Thinking time.' These confidential notes are published in the staff room on a Monday for staff to review. They are distributed to the Senior Management Team and a copy is given to the Headmaster to file in a Pastoral Care notes folder for future reference. If parents have any concerns about their own child's behaviour, or the way behaviour has been dealt with at School it is expected that these will be raised with the school. We are also happy to support parents who are experiencing difficulty with their children at home by discussion with the child in school if the parents feel this would be helpful. If a medical, personal or Special Educational Need is thought to affect behaviour then the class teacher should liaise with the Head of Learning Support and Head of Department to discuss their concerns. This may lead to a meeting with the child's parents to discuss strategies and/or to devise a behavioural plan. The school works closely with a behaviour psychologist and child counselling services to help to deal with issues that may be affecting behaviour. A Learning Support Assistant may be put in place to help support a pupil with persistent behavioural difficulties. Members of staff should avoid making diagnoses and using labelling terminology.

Our system of using praise, and when necessary reprimands, sanctions and reports, works for the majority of children, most of the time, helping them to develop good attitudes and to keep acceptable standards of behaviour. Where pupils do not respond to preventative strategies to combat bullying or other unacceptable behaviour, tougher action will be taken. Parents will be kept fully informed and will be involved in this process. If for any reason a child has not been able to respond when we put these policies into practice, we may ask the parents to have their child assessed by an Educational Behavioural Specialist. If the child does not respond to suggestions made from this assessment the School would then have to use the ultimate sanction of excluding a child from school for a period of time. We see this as very much a last resort. Exclusion would only be considered in a case of extreme and continuing bad behaviour e.g. bullying, sexual harassment, theft, fighting, racist abuse, persistent disruptive behaviour etc.

A child would be excluded if his/her behaviour were such that it threatened the safety of others, is a case of long term bullying or harassment, is causing a serious disruption to school life, is a serious case of disobedience, or it has been continuing over an extended period with no signs of improvement at all. Parents and children will be

warned in advance that exclusion from school could be a possibility for them. Depending on the reason for the exclusion, this may have a fixed term or may be permanent. Exclusion from school may cause inconvenience to parents, but we do not see this as a measure designed to punish parents, but the purpose is to bring home to the child the serious nature of the misbehaviour and to remind the child concerned and all other children that some kinds of behaviour are totally unacceptable in school. Children excluded on a fixed term would be given work to complete at home.

The School is aware of and supports section 131 of the School Standards and Framework Act 1998, and as such corporal punishment of children is prohibited.