

## MANOR HOUSE SCHOOL BEHAVIOUR POLICY (PREP SCHOOL incl. EYFS)

Date of Issue: **February 2019**

Date of Review: **February 2021**

Responsibility: **Head of Prep School**

### References:

Independent School Standard Regulations (2014)

DfE: Behaviour and Discipline in Schools (January 2016)

DfE: Preventing and Tackling Bullying (July 2017)

DfE: Cyberbullying: Advice for headteachers and school staff (2014)

[DfE: KCSIE 2018](#)

Child Protection and Safeguarding Policy

Staff Code of Conduct

Anti-bullying Policy

*At Manor House School, we encourage and reward good behaviour.*

### Aims

Manor House aims to encourage behaviour which shows respect and consideration for other people and for their property, regardless of ethnicity, gender, age or disability. Pupils should learn to take responsibility for themselves and for their own actions, and to value honesty, integrity, reliability and courtesy. Any form of bullying or deliberate exploitation or discrimination is completely unacceptable at Manor House.

### Purpose

- To maintain an atmosphere within the school which enables individual pupils to fulfil their potential in all areas, without infringing the freedoms of others. All pupils are expected to respect and value Manor House as a place of learning.
- To encourage girls to appreciate the wider importance of self-discipline and consideration for others in society at large.
- To maintain the ethos and good reputation of Manor House.

It is hoped that this will be achieved as far as possible by positive means - by encouragement and the approbation of good behaviour, both personally and publicly - rather than by unconstructive criticism or unnecessary sanctions.

### **Expectations for Behaviour**

The normal expectation for all members of the Manor House community is that they will behave in a civilised, courteous and considerate way towards each other and towards members of society at large. Manor House aspires to the highest standards of mutual respect, behaviour, good manners, punctuality, appearance and care for possessions, and we regard this as an important aspect of education.

All members of the community are expected to speak politely and thoughtfully to each other at all times. We aim to be forgiving and supportive of others, to celebrate and share in our successes, and to help each other through our difficulties. Gossip and rumour can be particularly damaging. Malicious conversations are unacceptable.

Care for personal possessions and for the possessions of others is also an expression of mutual respect. This principle extends to school property and to the wider environment. 'Borrowing' without permission, graffiti, litter, waste of paper and other resources, lack of care for books, furniture and equipment all damage our communal welfare and are unacceptable.

### **Guidelines for teaching staff**

Expect good order in lessons, and civilised behaviour as pupils move around school. Respond quickly and consistently in cases of indiscipline and discourtesy. Good order can only be maintained if every member of staff takes action promptly. Ongoing problems in lessons should be discussed with the form teacher and Head of Prep School, if necessary.

Any other incident which you view as serious indiscipline should be reported to the Head of Prep School.

Non-teaching members of staff are also encouraged to reward particularly good or helpful behaviour and should report misbehaviour to the relevant Form Teacher.

### **Positive relationships and approach**

Positive teacher-pupil relationships are key to maintaining good behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

## **Effective classroom management**

Well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Well-managed classrooms are paramount to preventing disruptive behaviour.

Four core areas to effective classroom management each contribute to preventing behaviour problems. These are:

- Classroom rules
- Routines
- Praise
- Rewards

### **Classroom rules**

- Teachers establish classroom rules at the beginning of the autumn term in conjunction with pupils, which define what is acceptable behaviour.
- Teachers ensure that classroom rules are clear, comprehensive and enforceable.
- Rules are worded using positive language.
- Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom.
- Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

### **Routines**

- Pupils work best when there is an established routine; most behavioural problems arise as a result of a lack of a consistent routine.
- Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these regularly.
- Teachers explain the rationale behind the routines to help pupils understand why they are needed.
- Teachers ensure that routines remain consistent throughout the year to create a more productive and enjoyable environment.

### **Praise**

Praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, peer

praise is effective for creating a positive and fun environment, and value amongst pupils.

- When giving praise, teachers ensure:
  - They define the behaviour that is being rewarded.
  - The praise is given immediately following the desired behaviour.
  - The way in which the praise is given is varied.
  - Praise is related to effort, rather than only work produced.
  - Resilience and independence is encouraged.
  - Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
  - Praise that is given is always sincere.
  - Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

### **Rewards**

The Prep School uses three different categories of rewards:

- Social – praise and recognition, e.g. in class, being sent to the Head of Prep School or an email home.
- Physical – material rewards, e.g. tokens, badges or certificates.
- Activity – activity-based rewards, e.g. extra play, mufti day.

### **Stars**

In the Prep School, 'stars' are awarded for:

- Good work
- Effort
- Demonstrating Prep School values
- Form duties
- Commitment to extra-curricular activities
- Contributions to class and school life

Stars are recorded in a variety of ways, e.g. house point charts, tally displays, in homework diaries, etc.

Stars are counted and pupils are awarded certificates and badges in celebration assemblies for their star totals (See Appendix A) The star badges are worn as a visible and tangible sign of their efforts and achievements.

Stars are also included in the House total and pupils place their own coloured tokens half-termly in the House towers in the main entrance. The winning house each term is presented with a House cup and the appropriate colour flag is hoisted.

### **Commendations**

These are given for attainment or for effort in a particular subject area. A certificate is issued for commendations at the end of each term in a special assembly.

### **Merits**

Merits are awarded termly in each form for good all round performance and are linked with the school's seven core values. Merit badges are presented in a special assembly.

### **Prize giving**

This is an annual whole school event, which takes place in the October for the previous academic year. Prizes are awarded in all years from Reception to Year 6. Three main prizes are awarded in each year: Outstanding Achievement, Individual Excellence and Progress, as well as other prizes in some year groups. Year 2 and Year 6 have the opportunity to give out additional prizes to celebrate achievements at the end of each of these key stages.

### **Mathletics certificates**

Mathletics certificates are granted when a pupil earns 1000 points or more within one week. This encourages them to complete a healthy amount of work each week and rewards pupils for every week they practise. Pupils initially earn a Bronze Certificate, then a Silver Certificate (once five Bronzes have been earned). With four Silver Certificates, a much-coveted Gold Certificate is awarded, which demonstrates their long-term commitment and developing ability. These certificates are presented in our half-termly Celebration assemblies.

### **Times table tests**

All pupils in KS2 take a half-termly times table test. A score of 90% or more earns the pupils a certificate, presented in assembly.

### **Lexia certificates**

All pupils from Reception to Year 2, and selected KS2 pupils, receive certificates when they have completed a level in Lexia, a reading support program.

### **Sport certificates**

In KS2, Sport certificates are awarded each term for different areas of sport. Pupils are awarded most improved player and player of the season. These are presented in a special sports assembly at the end of each term.

### **Golden Toast**

The 'Golden Toast' is awarded at the end of each term or the beginning of the next term for a Form Captain that has proved themselves within the role of responsibility. Teachers put forward pupils for this nomination and then decide amongst themselves. The pupil wins a mufti day for her form. There are two awarded: one for the Prep School and one for the Senior School.

### **Early Years**

In the EYFS, incentive charts are used for individual pupils for particular areas of development, e.g. toilet training, separating from parents/carers, etc.

### Sanctions

Any infringement of the school rules, or any other behaviour which is unacceptable, should be dealt with by applying a sanction. The primary purpose of sanctions should be to achieve a change in the behaviour of the individual concerned. They should also act as a deterrent to others. Sanctions should never be demeaning or humiliating.

The Prep School uses a scaled approach to sanctions for behaviour in the classroom:

- 1. Verbal Warning** – pupil is given a single warning and an explanation of the reasons for the rule, along with an indication of the likely sanction should the behaviour be repeated.
- 2. Time out** – pupil is moved to another part of the classroom to reflect on their behaviour (time out may range from 2-5 minutes depending on the age of the child)
- 3. Sent out of class** – pupil is sent to the Head of Prep, or in her absence, the Deputy Head of Prep, who will speak to the pupil and warn of further sanctions.
- 4. Detention** – if a pupil is sent out of class more than twice in a week, the Head of Prep School will issue a 20 minute detention during either short break or long break. Parents will be contacted. The pupil will work in silence on the missing class work (or other work provided by the teacher if they have already completed it)
- 5. Report card** - repeated misbehaviour will result in a pupil being put 'on report', with a report card being issued, which must be signed at the end of each lesson by all subject teachers to confirm satisfactory behaviour (see Appendix B)

Other incidents of unacceptable behaviour, as outlined below, should be responded to in the following ways:

Failure to hand in homework on time	Verbal warning – to be handed in the next day – if not handed in, 15-minute detention with subject teacher to complete the homework.
Late to lessons (5 minutes or	Verbal warning - report to Form Teacher and Head

more)	of Prep School – more than 3 incidents of lateness in a week will lead to 20-minute detention with Head of Prep School and parents informed.
Skipping lessons	Report to Form Teacher and Head of Prep School – 20-minute detention with Head of Prep School and parents informed - reported to Deputy Head for second offence.
Misbehaviour at break times	Verbal warning – time out - report to Form Teacher – more than 2 instances of continued misbehaviour in a week will lead to 20-minute break time detention with Head of Prep School and parents informed.
Misbehaviour in before school or after school clubs/supervision, e.g. Early Birds, Honey pots, Prep.	Verbal warning – time out - report to Form Teacher and Head of Prep School – parents informed – possible exclusion from the club/supervision.
Misbehaviour on school trip or in public	Verbal warning - report to Form Teacher – sent to Head of Prep School - further trips might not be allowed, depending on seriousness.
Bullying	Report to Form Teacher and Head of Prep School - parents contacted (see Anti-bullying Policy)
Unacceptable uniform	Reported to Form Teacher - jewellery and items such as scarves can be confiscated - if not immediately rectified, report to Head of Prep School.
Wearing make-up or nail varnish	Sent to School Office to remove it using removal items kept there.
Chewing gum or eating in lessons	Report to Form Teacher – 15-minute detention with Form Teacher for repeated behaviour.
Theft	Report to Head of Prep School - parents contacted - possible suspension or exclusion - possible police involvement.

All sanctions MUST be recorded on SchoolBase (Appendix C).

### **Intervention**

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes an exclusion.

**Suzanna Lopez**  
**Head of Prep School**

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## **Appendix A**



## Prep School Housepoints

**250 stars ★ Gold**

**200 stars ★ Silver**

**150 stars ★ Bronze**

**120 stars ★ Yellow**

**90 stars ★ Red**

**60 stars ★ Green**

**30 stars ★ Blue**

## Appendix B



### Report Card

Name of child ..... Form .....Date commenced .....

Reason for being on report .....

Please write one of the following codes in each box and sign it at the end of the lesson. The child should present the report card at the start of the lesson and ask for it back at the end of the lesson.

E – excellent; V – very good; G – good; U – unsatisfactory; D – disruptive to the learning environment of others

	1	2	break	3	lunch	4	5	6
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

In the first instance, a pupil will be on report for one week. If that week produces an unsatisfactory report card, the period of time on report will be increased by a further week.

Form teacher's comments .....

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## **Appendix C**

