



ALTRINCHAM PREPARATORY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

This policy is posted on the School's web site and is available to all parents and prospective parents. A printed version of the policy can be supplied on request.

In September 2009, the Education Secretary launched a new behaviour strategy to improve the behaviour of pupils in schools and to implement the recommendations of Sir Alan Steer's report "Learning Behaviour: Lessons Learned." The intractable nature of the problem is illustrated by the number of initiatives in this area.

All schools – maintained, independent, day, boarding or EYFS - are legally required to have behaviour management policies because, as the guidance documents referred to above explain, the Government believes that such policies shape the ethos of a school. They are regarded as being fundamental for creating an environment that actively promotes learning, gains the support and trust of pupils and their parents and attracting and retaining good quality staff. Behaviour management policies are designed to provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed and can ensure consistency and equality of treatment is maintained.

The purpose of formalising our Behaviour Management Policy is, therefore, two-fold:

- a. To comply with inspection demands as well as legislation regarding schools
- b. To review and set down the current thinking in the school on the topic of behaviour.

AIMS AND EXPECTATIONS

The aims of our Behaviour Management Policy must be rooted in the ethos of our school which is detailed in our prospectus. A.P.S. endeavours to provide a secure, happy environment constructed around a disciplined framework which encourages a pupil to respond to the best of his abilities. To support this our Code of Discipline must:

- provide a context of good order
- ensure that conditions conducive to learning prevail at all times

In order to foster the above we expect pupils and parents to be aware of and agree with the following values which the school attempts to foster. Every pupil is:

- to be honest and courteous, showing respect for the rights, property and opinions of others
- to treat school property with due attention and care
- to make themselves familiar with the rules of the school, understanding that the rules have to be enforced if the standards of our community are to have any meaning

GENERIC RULES OF THE SCHOOL

1. Respect for others:

Everyone has a right to feel secure and to be treated with respect at A.P.S. Harassment and bullying will not be tolerated. Our Anti-Bullying Policy is on our website. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, homophobia, special educational needs, disability or learning difficulty, or the fact that a child is adopted or is a carer.

A.P.S. takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs/disabilities.

Boys are expected to show respect for the beliefs and rights of others. The deliberate violation of the dignity of another (especially physical violence or mental pressure) we regard as a serious matter and it will be dealt with severely.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Boys, Parents and Staff should note the School's Anti-Bullying and Equal Opportunities Policies which are presented separately.

2. Appearance:

All boys are expected to wear the recognised school uniform which is detailed in the information forwarded to parents when they accept an offer of a place for their boy at A.P.S. School uniform includes Games and P.E. clothing.

Boys are required to dress with due attention to smartness. This neatness includes acceptability of hair style. Hair must not encroach on the collar nor be styled in such a way as to attract attention. All clothing must be clearly marked using name labels.

3. Absence from School:

We request that when a boy returns to school after an unforeseen absence, e.g. illness, that they bring a short note of explanation or the parent sends an email to the school office. For other absences we request that we are informed in advance. It is school policy to actively discourage absence from school which is not absolutely necessary, e.g. holidays. These, we feel, to be highly detrimental to both academic progress and social interaction. (It must also be understood that the school is not obliged to provide work to make up any shortfall in the boy's academic curriculum which arises from holidays taken during term time.)

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. We endeavour to do this by 9.30 am.

Please note that it is the Governors' policy not to allow holidays to be taken during term.

4. Homework:

Boys are required to complete their homework appropriately, and according to A.P.S. standards, and to have it prepared by the given deadline.

5. General Conduct:

We place much emphasis on orderly habits as well as polite and considerate conduct. We expect all A.P.S. boys to behave at all times in a manner that reflects the best interest of the whole community. Our boys are expected to:

- move quietly round the school buildings and stand aside for adults. They should use the left-hand side of corridors and stairs to avoid bumping into others
- walk not run whilst inside
- confine themselves to those parts of the school premises which are indicated for their use
- be outside during break times unless they have an authorised reason for remaining within the building, e.g. for a lesson, completing a task for a member of staff, for a club or for a detention. Obviously if the weather is bad and it is a wet play, boys will remain indoors
- be punctual and prepared for all their lessons, this applies to bringing the correct equipment on the right day, e.g. sports, music, etc.

6. Property and Belongings:

Boys must exercise care in their use of the building, its furnishings and school textbooks. All cases of damage must be reported straight away to a teacher, normally the class teacher, though in the case of a breakage during break time to the duty member of staff. Boys are expected to make good any damage (unless accidental) or loss of property for which they are responsible.

Acts which we consider serious breaches of Good Conduct:

- **Foul or profane language:**
Boys are expected to choose their words with care and thought. Casual or deliberate bad language is to be avoided
- **Deceit:**
The telling of lies, the obfuscation of the truth and the forgery of letters or notes

Cheating:

In either examinations or school work

- **Theft:**
Of property regardless of its value
- **Interference with another boy's work:**
This refers to any work another may do, e.g. class/home work, art or music work, work carried out on the computer.

Involvement of Pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, therefore, these rules have been discussed with the boys, via the school council, and rewritten by the boys to give a more boy friendly version that is immediately relevant to their daily lives at school.

These rules have been rewritten by the boys to give a more boy friendly version that is immediately relevant to their daily lives at school.

School Rules (Pupils' version)

APS boys are expected to:

- a) Be kind and courteous to each other and to adults*
- b) Wear school uniform and dress smartly*
- c) Work hard at school and do their homework well and at the correct time*
- d) Be punctual and well-prepared for lessons*
- e) Be careful with the school's, the teachers' and other boys' property*
- f) Move, by walking, quietly round the school building (left-hand side of corridors and stairs) and to stand aside for adults, holding doors open if needed.*
- g) Play sensibly in the playground for rough play is unacceptable and will result in you not being allowed outside at playtime.*

The following are considered particularly bad forms of behaviour:

- *Bad language*
 - *Cheating*
 - *Telling lies*
 - *Stealing*
 - *Messing about with another's work or property and*
 - *Aggression, physical or mental, towards another boy*
-

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at APS school undertake to uphold the school's policies and regulations, including this policy when they sign the Acceptance Form for a place at the school for their son and the agreement with the school's 'Terms and Conditions'. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Bullying: Altrincham Preparatory School has taken notice of the DfE Guidance on the prevention of bullying. Cases of bullying, including cyber bullying, are dealt with under the Anti-Bullying Policy.

Racism: Altrincham Preparatory School does not tolerate racism. Incidents are dealt with under the Equal Opportunities and Anti-Bullying Policies.

Boys who break school rules or show unsatisfactory behaviour must expect the school's sanctions to be used. These are detailed within our supporting Key Stage 2 and EYFS & Key Stage1 Behaviour Management policies.

The Use of Reasonable Force to Control or Restrain Pupils

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

Staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Head Master immediately after s/he has needed to restrain a pupil physically. The school also has a confidential log within which the school includes the pupil's name and year group, the nature and date of the offence and the sanction imposed. The school will keep this register on a central file so that any patterns may be identified by the school. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a strategy for managing their child's behaviour.

All staff are familiar with the school's policy on Physical Contact.

REWARDS AND SANCTIONS

Our procedures for recognising achievement and good conduct, however modest, as well as our admonishments must likewise be rooted within the ethos of the school. Our aim is to establish a happy, caring environment and to develop good working habits. The creation of the correct ambience within the school and the instilling of disciplined behaviour belong to the collective responsibility of the whole staff in partnership with parents. It must also be recognised that staff are able to intervene in instances of misbehaviour and ameliorate problems before they become issues.

The philosophic intent and cultural emphasis we wish to create within the school focuses on the positive, through praise and encouragement, rather than the negative, through punitive measures. This we feel has a more lasting effect which the boys will carry away with them. The systems for implementing this policy necessarily vary across our school for what is appropriate for one age range can be inappropriate / embarrassing for another. Nevertheless, the following ideas encompass our objective:

- Simple asides of praise, either in private or in public
- Brief comment in passing to parents as they drop off or collect their son
- Examples of good work and/or effort being displayed within the classroom
- A brief comment at the end of a piece of work which you ask parents to acknowledge by signing so that their attention is drawn to the work
- The use of badges/medals/certificates as appropriate
- Sending the boy along with his work to the Assistant Head, the Senior Master, the Deputy Head or the Head Master
- Written letters home

The above are informal, more personal ways of encouragement and as staff we are conscious of their effectiveness and so use them appropriately. There are also more formal structures:

- Speech Day
- Termly Assemblies
- Weekly Assemblies
- House Points

Unacceptable Behavior can lead to exclusion from participating in after school activities, school trips and/or representing the school in sports, musical or any other events. This will only be done in consultation with the Deputy Head.

For serious infringements on the rules, the Head Master must be informed so that the parents can be invited in to school to discuss their son's situation and to seek action to rectify the position. Often there are factors outside the school's knowledge which may explain aberrant behaviours. Parents should note that these discussions will be noted and placed on file.

It should be noted that any form of corporal punishment is strictly forbidden.

It is necessary to state that should behavior merit the school will not hesitate to suspend a boy. This course of action is not taken lightly for it does have serious repercussions. References may have to be made to such a period when preparing references for secondary school, and it is a major step on the way to asking parents to find an alternative school.

The management of behaviour differs between the Early Years' / Infant section and the Junior section.

- Refer to the EFFT & KS1 Behaviour Management Policy
- Refer to the KS2 Behaviour Management Policy
- Refer to the Anti Bullying Policy
- Refer to the Equal Opportunities Policy

EXCLUSION

It is important to note that exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious circumstances.

EXAMPLE BEHAVIOUR THAT MERITS EXCLUSION INCLUDE:

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

Should any of the above issues arise, apart from the final one, parents are to know that written records will be kept of each and every incident and that they will be informed as they occur and be invited into the school to discuss what has happened and what strategies are to be invoked to help their son overcome his anti-social behaviour. Parents should also know that the affected party's Parents will also be informed and given opportunity to voice their perspective or concerns.

However, if the severity of the initial incident merits more immediate action or if the behaviour shows no sign of abating or improvement, it may be necessary for the school to either temporarily or permanently exclude their son from APS. If the exclusion is permanent, APS will assist the Parents in their search for an alternative setting for their son.

Parents are asked to refer to the 'Terms and Conditions' document with regards to the last issue on the above list.

Should any Parent feel that they have been unfairly handled, they have the right of appeal to the Chair of Governors. They should present their views in a written form to which the Chair of Governors will respond indicating what action he proposes to take.

LEARNING AND TEACHING

A.P.S. aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our behaviour management policy, and that any difficulty can be sensitively and effectively handled before it reaches that stage. However, the school's complaints procedures (which apply equally to the Early Years section) are on our web site. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation. We maintain records of complaints for at least three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the EYFS setting, because it is part of an independent school, parents should though be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: "Complaints to Ofsted about Schools: Guidance for Parents" reference 080113 from www.ofsted.gov.uk .

Roles and Responsibilities

The overall responsibility for Behaviour Management rests with the **Head Master**. The Head Master in consultation with the A&P Committee and other relevant staff will ensure behaviour management procedures are working well and individual needs of boys are addressed.

The Deputy Head and Assistant Heads are responsible for:

- ensuring that the policy is implemented
- advising the Head Master and Deputy Head of issues within their phase
- monitoring Yellow Logs within Phase Groups
- advising colleagues about effective assessment strategies, where needed

All staff have the responsibility for ensuring good conduct, keeping the boys safe and implementing the details within this policy. It is their responsibility to raise any concerns about a boy to the relevant Assistant and Deputy Head and the parents.

RELATED POLICIES:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Procedures Policy
- Behaviour Management Policies
- Child Protection & Safeguarding Policy
- Complaints Procedures Policy
- Disability, Inclusion, Special Educational Needs & Learning Support Policy
- Early Years Foundation Stage Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Physical Contact Policy
- Pupil Supervision Policy

GUIDANCE ON BEHAVIOUR MANAGEMENT POLICY (ISBA)

A Legal Requirement and ISI and Ofsted Reporting Standards for all schools, including EYFS settings

References:

A: The Early Years Foundation Stage Statutory Framework 2014: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

B: The Handbook for the Inspection of Schools; the Regulatory Requirements, January 2015 (<http://www.isi.net/>)

C: DfE advice 'Behaviour and Discipline in Schools' (2014): <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

D: "Excluding Pupils - A Practical Guide for Independent Schools" by Farrer & Co (an ISBA Briefing Document)

E: "Use of Reasonable Force", DfE July 2013: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

F: 'Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies' by the DfE February 2014: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

G: "Restraint," ATLGuidance: <http://www.atl.org.uk/>

This policy was compiled by Lindsay McKenna (Deputy Head)

Its implementation is the responsibility of **all** staff.

It will be monitored for its effectiveness by the Head Master on behalf of the Governors.

This policy is scheduled for review annually, or before if deemed necessary.

Date Written/ Reviewed: September 2018

Date to be reviewed: September 2019

—

—
