



BEHAVIOUR POLICY

Review Date: July 2023

Latest Review Due: July 2024

Staff responsible: Mr Henry Marshall (Head), Mrs Florence Clayton (Assistant Head Pastoral) and Mr Gareth Green (Assistant Head Academic)

Chair of Governors: Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- *Safeguarding and Child Protection Policy*
- *Pastoral Care Policy*
- *Supervision Policy*
- *Supervision and Safety on School Trips Policy*
- *Health and Safety Policy*
- *Major Incident Policy*

Rights Respecting School policy statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves, with Care, Consideration and Courtesy for all. This is

one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant

to us. We are committed to respecting, upholding and promoting the rights of every child.

This policy links specifically to our commitment to the the following articles:

- *Article 3 - Best interest of the child*
- *Article 4 - Making rights real*
- *Article 12 - Respect for children's views*
- *Article 18 - Responsibility of parents*
- *Article 28 - Access to education*
- *Article 29 - Aims of education*

INTRODUCTION

St Michael's Preparatory School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. We develop



qualities of team-work and leadership through our extensive programme of extra-curricular activities.

St Michael's Preparatory School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

CODE OF CONDUCT

St Michael's Preparatory School community of Governors, staff, parents and pupils adhere to an established routine and code of conduct, but there is a list of School Rules. St Michael's School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

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.

Everyone has a right to feel secure and to be treated with respect at St Michael's School, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Good behaviour is promoted within the school through:

Staff Training

Staff are regularly informed and updated in pastoral matters and are given regular school targets for the children. Staff are required to familiarise themselves with the policy regularly.

High expectations

All staff are expected to have high expectations of their pupils' behaviour focussing on the areas highlighted in the Pupil Code of Conduct detailed in this policy and communicated to children through tutors. Equally, staff are expected to model good behaviour with each other and the children.

Building good relationships and developing a mutual respect

The school believes that good behaviour is promoted by building good relationships with the pupils. Staff are encouraged to be proactive in their dealings with the children, by creating positive experiences.



Strong tutor system

Each child has a Form tutor/teacher to whom they may turn if they need reassurance or understanding. The relationship between child and tutor is vital. The tutor is responsible for supporting the children in their care both pastorally and academically.

Good communication

Staff are expected to communicate in person and through the Portal (the school management information system) in order to ensure transparency and to facilitate the appropriate management of children in their care.

Involvement of parents and guardians

Parents and Guardians who accept a place for their child at St Michael's School undertake to uphold the school's policies and regulations, including this policy when they sign the School's Registration Form. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extracurricular activities and prep. We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

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. Please see more information about our school council, The Pupil Voice, in the Pastoral Care Policy.

SCHOOL RULES AND REGULATIONS

The School Rules are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour. Sanctions help us to set boundaries and to manage challenging behaviour. Parents and Guardians undertake, when signing the Registration Form, to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Head for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- Detention [Saturdays]
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Withdrawal from a lesson, school trip or team event
- Suspension for a specified period, removal or expulsion.



Detentions take place on Saturday mornings, usually with the Head. A key purpose of the detention is for the pupil to have time to acknowledge and discuss the difficulties they are having and agree a way forward, outside of the busy school timetable. The atmosphere of detention is supportive rather than punitive, with the aim of the pupil taking responsibility for their behaviour and identifying the support they require to be successful at St Michael's.

The School's policy on Rewards and Sanctions is set out below and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

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

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a Special Educational Need or Disability (SEND) at a disadvantage compared to children who do not have an SEND.

EXPENSIVE POSSESSIONS

We ask that in the first instance, all items brought into school are well named. This is especially important for items such as watches and stud earrings that need to be removed during Games lessons. We ask parents to consider whether the item is too precious to be in school, if it is misplaced during the school day.

ALCOHOL, TOBACCO AND DRUGS

These issues are specifically addressed in PSHE in Years 7 and 8 and lower down the school as part of class discussion work, and are touched on in other lessons e.g. Science, Drama, RE and English.

St Michael's is a public place; smoking is therefore illegal for everyone.



We do not expect children of Prep School age to be involved in the use of drugs or alcohol but we aim to make them aware of the risks so they can make informed decisions as they get older. We will investigate any rumours about involvement in illegal substances.

Wine may be offered to parents at certain school events. **No children will be allowed alcohol.**

PHYSICAL RESTRAINT

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*" anything that causes personal injury to themselves or others or to property or prejudices the maintenance of good order and discipline at the school.

Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically. 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 on a protocol for managing that individual pupil's behaviour.

CORPORAL PUNISHMENT

Corporal Punishment must not be used or threatened or any other sanction which could adversely affect a child's well-being.

GOOD PRACTICE

Shouting at children is not acceptable. Respect from pupils is derived from quiet and measured control.

TEACHING AND LEARNING

St Michael's School 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 Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures (which apply equally to the Nursery Department) is available on our website or on request.



COMMUNICATION WITH STAFF

We aim for an open door policy at St Michael's and strive to keep our communication with parents open, honest and flexible. However, for efficiency and clarity it is always preferable if parents, in the first instance, discuss issues and concerns with the Form Teacher responsible for their child. Second to this, issues can of course be brought to the attention of the Head of Department and Senior Leadership Team members who will work to resolve any problems.

REWARDS AND PRAISE

Any effective behavioural policy must be built predominantly on a foundation of reward as this is most likely to achieve the desired outcome of promoting the good behaviour of the pupils that St Michael's aspires to.

As a school we focus on our core values of Care, Courtesy and Consideration and reward the children for behaviours/choices linked to these exhibited by children and modelled by staff across the school. Children's positive behaviour and attitude treatment towards each other can be rewarded in the following ways:

EYFS and Pre-Prep

- **Praise:** all children respond to verbal/written praise and reinforcement and we share good news and positive behaviours and progress with the children, parents/carers and other class teachers across the school. Good news notes and postcards are sent home as well as the opportunity to relay praise to parents/carers at drop off and pick up.
- **House points:** the children can receive house points from all the members of staff they encounter across school, not just their class teacher. These points are awarded individually as well as collectively in pairs/groups for expected behaviours and achievements. The children are told verbally why the house points are being awarded for thus reinforcing the positive behaviour and this can be recorded on the portal as a note as well. Children take responsibility for adding their own points to their class charts displayed in Reception, Year 1 and 2 and this is closely monitored and checked by the class teachers. The children are encouraged to gain points not just for themselves as individuals but also for their class and house team. Each term the points are collated to provide house totals and also recognise the highest achiever across the department. This individual is awarded a house cup at the end of term assembly.
- **Certificates:** children are rewarded with a variety of certificates during their time in school which include but are not limited to -
 - Star of the Week which is awarded to a child from each class with the reason for the award identified in the assembly. This not only reinforces the positive behaviour and achievements of the individual but also promotes these behaviours in other children for future recognition.



- Kindness award - children are chosen from each class to receive an award for the kindness shown to others in school
- Awards for activities performed/achieved out of school - these achievements are recognised and celebrated both in the classroom and assemblies
- In the Nursery, staff act as good role models to encourage kind, thoughtful and helpful behaviour from the children. The children are rewarded for good behaviour through stickers and certificates. The lunchtime sticker is awarded daily to children for good eating and using good manners. During the day certificates are given out for making good choices and these are celebrated as a group to promote these good choices for others to learn from.
- The Assistant Head Pastoral will send postcards home to pupils who are spotted demonstrating Care, Consideration and Courtesy around school.

JUNIORS AND SENIORS

- **Praise:** all children respond to verbal/written praise and reinforcement and will often share excellent behaviour with staff and parents.
- **House points** are individual rewards designed to encourage all children. Points are recorded on our Portal. From 1 to 4 Points can be awarded for any single achievement and these then contribute to valuable House points for their House (Matthew, Mark, Luke or John). A cup is awarded for the pupil who gains the most points at the end of each term.
- **Postcards:** The Assistant Head Pastoral will send postcards home to pupils who are spotted demonstrating Care, Consideration and Courtesy around school.
- **Effort in lessons** is celebrated in assembly at the end of each assessment period.
- **Awards for activities** performed/achieved out of school - these achievements are recognised and celebrated both in the classroom and assemblies

Rewarding good behaviour in the classroom is vital to being effective as a teacher and individual teachers may use additional rewards in their own classroom

SANCTIONS

As part of the Form Teacher's role, they need to ensure that the children know and understand the school rules. As far as possible a punishment should be designed to fit the misdemeanour. A reprimand may be all that is required from the member of staff who has witnessed the incident. The Form Teacher is responsible in the first instance for dealing with minor infringements.

In EYFS and Pre-Prep the wrong choice or minor indiscipline in class or around school can be dealt with immediately by the teacher in charge through discussion with the pupil(s)



involved and are also reported to the pupil's class teacher who will follow up. In the majority of cases this is all that is needed. Class teachers must also always recognise that there is meaning behind behaviour and to monitor patterns of behaviour/choices being exhibited. Parents will be informed of actions of indiscipline depending on its level and conversations about the correct choices needed can be followed up at home. On some occasions behaviour needs to be reported to and dealt with further by the Head of Department and further sanctions may be given.

In the Junior and Senior School, minor indiscipline in class or other misdemeanours are dealt with immediately by the teacher concerned but are reported to the pupil's Form Teacher. Most and this is dealt through conversation with the child. It is important that we investigate behaviours and talk through incidents with pupils to understand why they have occurred and what we can do to ensure the child learns from the situation. Parents may be contacted about choices made and asked to also follow up at home.

Warnings are given to children who break rules and whose behaviour or academic commitment falls short of expectations. All warnings are recorded in the school database and parents will be informed of the warning via an email link to the Parent Portal. We do also expect the pupil to inform their parents of the warning received. One warning constitutes 4 negative points.

Proven cases of the following = Warning

Rough behaviour in the playground
Unkind behaviour towards others
Continued poor behaviour after a verbal warning
Late arrival (prep, lessons, activities)
Talking in prep
Unsatisfactory/incomplete prep
Passing messages in lessons/prep

For more serious issues a system of 'stripes' are used. When children receive a stripe, they are required to report first to the Deputy Head who will liaise with the Form Teacher. Parents will be informed of the stripe by a member of the Senior Leadership Team and notified via email. Stripes may be issued immediately as a result of exceptionally poor behaviour. All stripes are recorded in the daybook (on the school database) and an explanation for the stripe will appear in the Parent Portal. One stripe constitutes 12 negative points.

Proven cases of the following = Stripe

Bullying (please see Anti-Bullying Policy)
Lying
Theft (taking or moving property belonging to another without consent)
Crossing road without an adult
Rudeness to staff



Acts of vandalism
Violent behaviour
Deliberate disobedience
Foul Language

NB: For Years 3 to Shell an accumulation of 3 warnings in an Assessment Period will result in a Saturday morning Head's detention. A Stripe results in an automatic Saturday detention.

The ongoing (termly) tally of positive and negative points may at any stage be viewed by the child's parents through the Parent Portal.

Stripes and Warnings are recorded in the database so that there is a record of how often children are put in detention. Detentions are dealt with by a member of the Senior Leadership Team and are normally supervised by the Head.

Persistently poor attitude or academic performance may result in the Form Teacher asking a pupil's teachers to make written comments on their attitude and performance at the end of every lesson on a Report Card for a period of a few weeks (*Seniors and Juniors*).

SUSPENSION AND EXCLUSION

The Head may suspend a pupil, for a period (to be determined by the Head) for very serious indiscipline, or less serious offences, where repeated punishment has proved ineffective. If suspension is ineffective, the school may be forced to exclude the pupil, or to require them to leave the school under the procedure.

A pupil may be temporarily suspended, or in serious cases excluded, at any time if the Head is reasonably satisfied that the pupil's conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline, or to the reputation of the School, or in breach of the school rules.

DISCRETION OF HEAD

The decision to exclude a pupil and the manner and form of any announcement will be made by the Head after consultation with the Chairman of Governors'.

THE DAYBOOK

We are very lucky that the vast majority of pupils at St Michael's make the right choices and the overriding perception is that behaviour is very good and conducive to an excellent learning environment. However it is important that we recognise when this is not the case and act appropriately. Most issues can be dealt with at the classroom level by the class teacher or tutor and should require nothing more than a reprimand. One purpose of the **Day Book** is to monitor the behaviour of pupils by recording teachers and tutors' comments on



incidents that exceed this threshold during the school day. Poor behaviour by groups or by individual pupils is noted and the action taken summarised.

Tutors should be aware of all issues relating to their tutees by keeping up to date with Day Book entries and then act appropriately to deal with each issue. If a child receives a number of negative Day Book entries in any one week suggesting a pattern of behaviour then this should be escalated to the **Head of Section** who will decide on the best course of action.

Heads of Section should monitor all issues within their section by reading emails and Day Book entries regarding incidents in which pupils within their section have been involved, by having regular meetings with the tutors in their section, discussion at the weekly Pastoral Leadership team meeting and through consultation with the rest of the leadership team.

The leadership team will oversee the running of the Day Book. Staff are required to read this information daily. It is a necessary part of their professional duties.

SCHOOL RULES

HOUSE RULES:

- 1.No running, shouting or misbehaviour in the school buildings.
2. No sweets in school; only crisps, fruit and biscuits permitted.
3. Keep to the right in passageways and on stairs.
4. No congregating in the hall or on the front steps.
5. Bags should be stored on the racks provided, **NOT** in corridors or hallways. **Both shoulder straps should be used.**

PROPERTY:

1. No money is allowed in school.
2. Swapping or selling of personal belongings is not permitted.
3. Never touch, remove or “borrow” someone else’s property.
4. Loss of personal property and all damage should be reported at once to the Form Teacher.



5. Make sure that all clothing and personal property is clearly marked.
6. Do not draw or write on classroom boards without permission of a member of staff.
7. Do not deface school property. This includes exercise and text books.
8. All valuables such as watches, calculators and computers should be clearly named.

Personal Laptops, iPADS, IPODS and MOBILE TELEPHONES are not allowed in school. Laptop/iPad computers may only be brought into school with the permission of the Head or Assistant Heads.

OUT OF BOUNDS:

1. Maintenance sheds and workshops.
2. The Sports Hall and Studio unless a member of staff is in attendance.
3. The swimming pool area unless a member of staff is in attendance.
4. The boys' and girls' changing rooms unless changing for a specific lesson.
5. All roads, except when crossing under supervision.
6. Staff room and the kitchens (except in cooking activity).
7. Main School internal staircase to the ground floor.
8. The back door near the kitchen and the kitchen corridor.

BOARDROOM:

This is a quiet room at all times.

LITTER: Please keep St Michael's tidy. Do not eat in the Boardroom, Library, corridors, changing rooms, halls or on the front steps. In wet weather, confine eating to classrooms only.

BEHAVIOUR:

1. Do not forget to greet members of staff and visitors:
"Good Morning, Sir, Mr Mrs Miss"



2. Make sure visitors are made to feel welcome. Show them to the office.
3. Open doors, stand aside for staff and visitors.
4. Always stand up when the Headmaster or visitors enter a classroom, Library, etc. This does not apply to the Pre-Prep, or Years 3 and 4.
5. Considerate and thoughtful behaviour should be observed at parties, school visits and other outings. Do not forget to say "thank you". A "thank you letter" is always appreciated.
6. Good manners are expected at lunch.
7. Hands should not be placed in pockets.

DRESS: You should arrive at and leave school looking smart and tidy and in full uniform. Shirt sleeve order is observed in hot weather. Pupils should always arrive at school and leave school wearing their tie.

TEA: Tea is an informal occasion but sensible behaviour is expected. "Seconds" of sandwiches are only allowed with the permission of the member of staff on duty. There are no 'seconds' of the sweet treat.

PREP: All organisation towards Prep should be done before tea. On arriving at the Prep Room, the children enter in silence. There must be silence throughout Prep.

TELEPHONE: This may only be used with the permission of one of the school secretaries or a member of staff. No mobile telephones are allowed in school.

BREAKS: Except in wet weather breaks, all children in the school must be outside in morning break and stay in the allotted areas. Members of the school should avoid being too rough during break.

MEDICINE: All medicine should be handed to Matron for dispensing.

PUNCTUALITY: Please be punctual for all commitments. Make sure you arrive at school no later than 08:30, when you should report to your Form Teacher.



ST MICHAEL'S
PREPARATORY SCHOOL