



**MALDON COURT**  
PREPARATORY SCHOOL

## **9a BEHAVIOUR**

# **Positive Behaviour Policy**

This Policy applies to all pupils at Maldon Court Preparatory School including those in the EYFS

Reviewed September 2023

Next review: September 2024

## **School Aims**

- Children develop a love of learning and come to appreciate the value of their talents and life experiences.
- Children flourish and become enthusiastic and independent learners reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum.
- Children embrace the traditional values of Kindness, Respect and Courtesy, becoming responsible, independent caring individuals.
- Children are confident happy individuals who are well prepared for their next step in education. This includes: 11+, scholarships and entrance to schools with Specialist Status.
- Children develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: both in the local and wider community.

## **Rationale**

At Maldon Court Preparatory School, we believe that learning should be a rewarding and an enjoyable experience for everyone. At the heart of everything we do are our pupils and they have the right to be happy and feel safe when they are at this school from when they begin in the Early Years Foundation Stage until they leave at the end of Form 6. Positive behaviour reflects the importance of helping pupils to achieve, make progress and develop self-confidence and self-belief. In order to achieve this we have a list of rules drawn up by pupils and teachers. These are phrased positively rather than negatively and at all times good behaviour is praised.

Our school had a strong family atmosphere and we encourage children to take care of each other as family members.

### **Aims of the whole school (EYFS – FORM 6) Behaviour Policy**

Our aim is for all pupils to behave in socially acceptable ways by:

- Treating others with respect
- Speaking politely to other people
- Having self-confidence and high self esteem
- Having self-control and the ability and time for reflection
- Having a sense of fairness, honesty and empathy

The behaviour and discipline in school will be closely monitored in a consistent and fair manner by the leadership team - Mrs Mason, Headteacher and Mrs Bonner, Deputy Headteacher, in line with the aims of the school.

To encourage this, staff will be role models at all times by:

- Treating all children and other adults with respect
- Setting appropriate boundaries for behaviour
- Speaking politely to other people
- Showing respect for all people in the school community
- Praising children's efforts and give feedback in an informative way.
- Using a consistent approach to behaviour management in the classroom and around the school building.
- Attending relevant courses as appropriate.

As a school that values close links with parents, we will be looking for parents to share responsibility for children's behaviour by:

- Making children aware of appropriate behaviour
- Encouraging independence and self-discipline
- Showing an interest in school work
- Supporting the school in its implementation of the Positive Behaviour Policy.

Pupils are given a voice in developing the behaviour policy and are aware of their responsibilities. They should:

- Treat others, their belongings and the environment with respect.
- Show consideration and empathy for others, including online.
- Consider the effects of their actions on others.
- Be aware of age appropriate behaviour as they mature with their peers and also online
- Be aware that disciplinary action will be made if they are found to have made unfounded and malicious accusations against staff, other pupils or parents.
- Ensure that there are to be no derogatory or negative statements about the school or staff to be posted on social media.

## **Rewards**

The school actively promotes positive behaviour, good manners, kindness to others and being helpful. All pupils, from EYFS – F6, are members of a house; Canada, Australia or New Zealand and can gain stars for their house for any signs of positive behaviour. Stars are put in star charts in the school diaries. Certificates are gained when a pupil has received a particular number of stars - Bronze for twenty five stars, Silver, fifty stars and Gold seventy five stars. The certificates are given during house meetings when the children celebrate their achievements.

Every Tuesday there is a Celebration Assembly where stars which have been awarded that week are displayed on the House boards. Pupils who have received the most stars in their house get a special certificate. All stars/points gained during the year go towards the House Cup awarded at the annual end of year Prize Giving ceremony.

Pupils can gain a Headteacher's award for outstanding work or positive behaviour and the Headteacher also has a 'marble tin' in which she places marbles for any signs of positive behaviour. When the tin is full, a reward is given to the whole school (F6 End of Year School Fun Day).

Pupils are also awarded stickers for being kind. These are 'Cool to be Kind' rewards which are also presented at our Celebration Assembly. Good Manners awards are given to children in celebration assembly every week or when applicable.

It is central to the philosophy of Maldon Court School that all staff should be very positive at all times towards all pupils and towards each other.

Any issues or problems arising with children in the Early Years Foundation Stage should be discussed in private with the Kim Callaghan, Nursery Manager, Sophie Kennedy, Pre Reception Manager or Sophie Wayman, Head of EYFS. Problems in other year groups should be discussed with the class teacher in the first instance.

All staff including EYFS, will be consistent in their approach to behaviour management. Correct procedures will be followed in a way that is appropriate to the maturity of the child and the misdemeanour. Staff are aware of the duties under the Equality Act 2010, involving issues with children with SEN and adjustments are made, as necessary.

## **Sanctions**

We recognise that there are times when the behaviour of some children negatively affects themselves and others and therefore it is important to deal with negative behaviour. From the earliest age, pupils are encouraged to accept responsibility for their behaviour and its consequences. Sanctions may sometimes have to be enforced and parents will be informed as necessary. The following is the sanction process for Key Stage 1 and 2. Incidents in EYFS will be dealt with in the first instance through their Key Worker and recorded on their individual page in the PSE (Personal, Social and Emotional) file.

If poor behaviour occurs in class, pupils may be issued with a break time detention. This will only occur if all previous strategies have been exhausted and the child's behaviour has not improved. All teachers can issue detentions if they feel it is necessary. Detentions will be supervised by any Class Teacher. The teacher will speak to parents if they feel it is required.

Low level disruption will be dealt using the class teachers classroom management strategies.

Reasons for detentions:

- Defiant behaviour.
- Inappropriate behaviour.
- Poor effort in class or poor attitude to work in school. (This may lead to a break time detention)
- Behaviour which endangers others.
- Fighting.
- Continuing to break school or class rules.
- Display of disrespect towards any adult, child or property in the school.

## **Log of behaviour incidents**

Behaviour incidents, including minor or serious misbehaviour, are logged on ScholarPack. This is monitored on a regular basis by the Headteacher /Deputy Headteacher who should identify behaviour patterns. These are highlighted through the weekly comments by teachers.

## **Removal of Privileges**

In the event of continued inappropriate behaviour, a further sanction may be considered. This may mean participation in any school trips or sports events that are not an essential part of the curriculum will be withdrawn.

## **Lunchtime Behaviour**

During the lunch break, the aim is to create a stress-free time for pupils and staff, where the pupils have the opportunity to 'let off steam'. However, it does not mean that pupils should forget the school's behaviour code. It is important that standards of behaviour are maintained and this rule should be followed by all members of staff.

The following rules were made by pupils in the school and approved by the school council:

- Pupils should line up in an orderly manner and walk into the dining room.
- Pupils should be encouraged to say 'Please' and 'Thank-you.'
- Pupils should eat their meal quietly and sensibly.
- It is expected that children should use their cutlery properly from EYFS-F6

Pupils should not:

- Play with their food.
- Interfere with food of other children.
- Deliberately spill drinks.
- Pick food up with their fingers.
- Spit food out.

Physical and verbal abuse to adults, spitting and throwing food are offences which may warrant an *instant temporary debarment* for the lunchtime period but may incur a total lunchtime debarment for a fixed period depending on the severity of the offence.

## **Lunchtime Debarment**

In order to maintain good order and discipline at all times during the day, it may occasionally be necessary to debar pupils from the premises during the lunchtime. This action will be taken after careful consideration and discussion with the parents and a warning will be given that the debarment may occur.

Examples of poor behaviour leading to debarment:

- Persistent bad behaviour in the playground / dining room during the mid-day break.

### **Playground**

Any pupil displaying disruptive behaviour in the playground i.e. name calling, play fighting, rudeness, will be:

- Sent to the traffic lights for a 'Time-Out' period
- Given a verbal warning
- Accompanied to the office and the Head Teacher informed for more serious offences including: kicking, swearing, spitting or bullying.

A playground games supervisor/midday assistant will initiate games on the main playground and all pupils can participate if they so wish.

### **Fixed term Exclusion**

If it is necessary to exclude a pupil from Maldon Court Preparatory School, it will often be at the end of a disciplinary process, preceded by other sanctions and efforts to modify behaviour. Only the Head Teacher can exclude a child from the school. However, in the absence of the Head, the Deputy can act on behalf of the Head Teacher. Occasionally, the behaviour of a pupil will be such that exclusion will be an immediate response. Such an action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Head Teacher also reserves the right to exclude a child where the health, safety, welfare or education of others is threatened. Parents will be informed in writing of the decision and the time scale of the exclusion.

Examples of Excludable Offences – through actions by pupils:

- Assaulting a member of staff.
- Persistent racist, religious, sexist or homophobic comments against other pupils or members of staff.
- Persistent child on child abuse (ongoing intimidation or physical, emotional or verbal abuse against other pupils)
- Refusing to cooperate with staff when the education or welfare of any pupil is at risk.
- Persistently breaking class rules and/or school rules.
- Posting derogatory statements about the school on social media
- Cyberbullying

Examples of Excludable Offences through actions by parents:

- Non-payment of school fees
- Withdrawal of support and encouragement to the aims of the school
- Bringing the school's good name into disrepute
- Treating the school or its staff unreasonably

- Posting derogatory statements about the school on social media

## **Pastoral Support Programme**

STAR forms (Appendix A) will be completed to establish if a PSP needs to be implemented. This guidance is from [School suspensions and permanent exclusions](#)

In order to help individual pupils better manage their behaviour, a Pastoral support programme (PSP) is implemented. The PSP aims to help individual pupils manage their behaviour. The PSP has the following elements:

- It is school based
- It has identified precise and realistic behavioural outcomes.

Pupils who are indicated as needing help from the P.S.P. are;

- Pupils new to the school.
- Pupils who are having behaviour problems in the classroom or playground.
- Pupils who are experiencing friendship issues.
- Pupils experiencing emotional difficulties at home or school.
- Pupils with Special Educational Needs or Disabilities in order to ensure reasonable adjustments are made for their needs

## **Involvement of Parents/Carers**

On occasions, it may be necessary for the class teacher, Head or Deputy to contact the parents on an informal basis to discuss a child's behaviour.

## **Individual Behaviour Plans:**

It may be necessary for pupils to be given, in consultation with parents, an I.B.P. The I.B.P. will identify problems and give support towards solving these. Pupils will be given short term targets and these will be monitored by the Head and Deputy Head in conjunction with the class teacher. Review meetings will be had with the parents when appropriate. The I.B.P. will be kept in the pupil's records.

## **Permanent Exclusion – see Admissions, Discipline and Exclusion Policy.**

A decision to exclude a pupil permanently is a serious one. It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed, including the Pastoral Support Programme. The Headteacher will not normally exclude a pupil permanently for a 'one-off' or first offence. If unacceptable behaviour continues after the fixed term exclusion, then permanent exclusion is the next step in our disciplinary process. Parents will be informed in writing of this decision and referred to the school's Complaints Procedure paragraph: 11-14.

Revised by Mrs Mason and Mrs Abrehart – September 2023

**Specialist Teaching and Preschool Service**



**STAR Analysis**

Day:	Date:	Time:	Location:
Pupil(s) Involved:		Completed by:	

What happened at the time?	What we could do differently to promote positive behaviour in the future?
<b><u>Setting:</u></b>	
<b><u>Trigger:</u></b>	
<b><u>Action:</u></b>	
<b><u>Result:</u></b>	