

Behaviour Policy

Policy number	PS011 / ISI 09a
Applies to	Prep School
Endorsed by	Headmaster
Responsibility	Headmaster
Date reviewed	February 2020
Next review	March 2021

Rationale

At Bedford Prep School, high standards of behaviour are expected and are commonplace. We believe that high quality teaching and learning takes place in an environment that is stimulating and exciting yet is disciplined and supportive. It needs to be an environment in which clear boundaries are set, an environment in which boys recognise the value of themselves and each other. The cultivation of good manners and a disciplined atmosphere is the responsibility of all staff and reduces the need for punishments. We take a positive view of all boys and understand that the most important means of creating a positive culture is to reward good behaviour. We foster an environment in which boys learn from their mistakes. There will be occasions when sanctions will be applied and we aim to apply sanctions which allow boys to learn from their mistakes. The disciplinary structure aims to enable boys to be accountable for their own behaviour, to respect themselves, each other, staff, parents and the belongings of others; above all to allow excellent teaching and learning to take place. It is predicated on the fact that good behaviour is learnt, and as teachers part of our role is to teach good behaviour. An important aspect of our disciplinary system is that misbehaviour will have a consequence. However, it is the certainty, not the severity of the consequence which will promote good behaviour and prevent poor behaviour.

Guidelines for dealing with Poor Behaviour

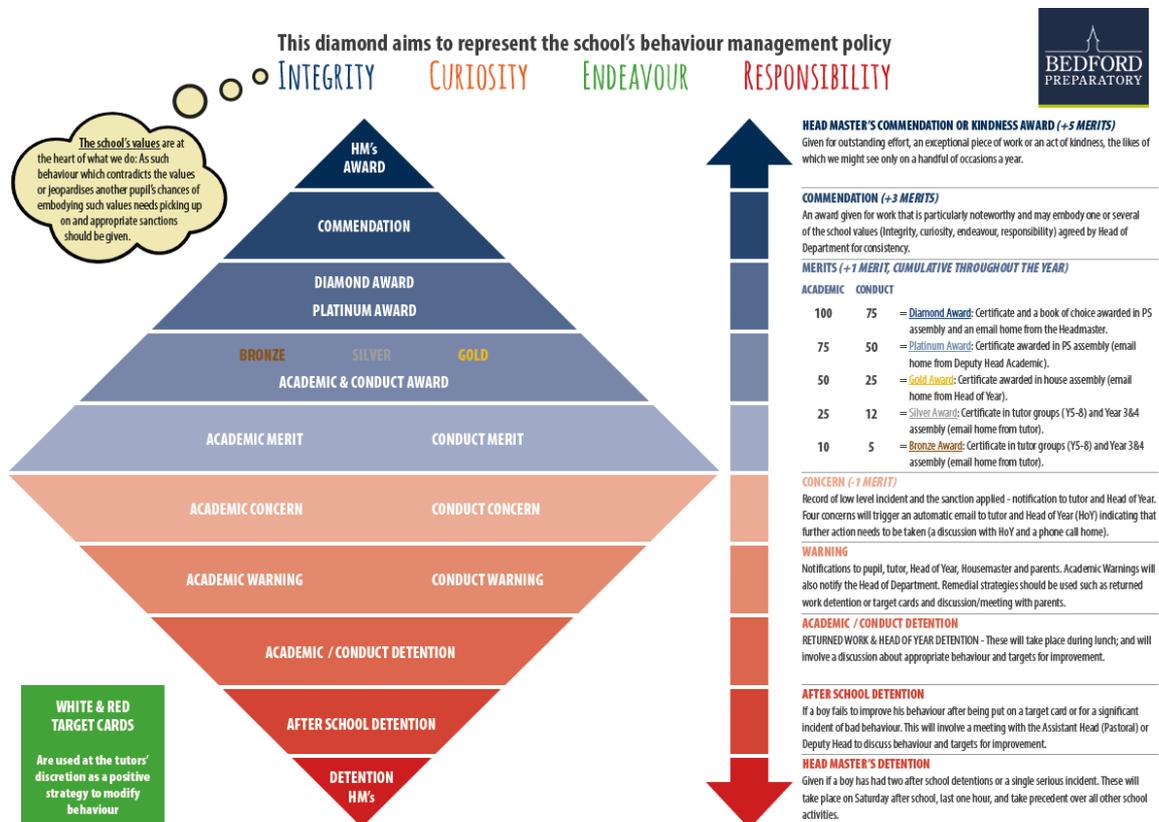
1. Every case will be investigated and dealt with according to individual circumstances
2. Every case will be dealt with fairly and action recorded
3. Sanctions will be applied fairly, firmly, consistently whilst maintaining the boy's dignity.
4. Sanctions should not be threatened and only in rare instances, when safety is threatened, should voices be raised in anger or boys removed from a classroom.
5. We disapprove of the behaviour not the boy
6. Through the actions taken Bedford Prep School hopes to bring about improvements, so no absolute rules apply. Discretion will be applied to each case in the hope of affecting change.
7. The School accepts that the mental health of some pupils is affected from time to time by their personal circumstances and during times of stress allowance may be given in mitigation. The School must be alert to such instances. We can do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise
8. Boys will be given a reasonable explanation of why they are receiving a punishment. It is accepted though, that when they are in trouble they feel victimised and that this can exacerbate their reaction to some circumstances, which will be taken into account.
9. The response made by a member of staff to a particular situation should reflect the nature and seriousness of the circumstances surrounding the situation. Equally, knowledge of the pupil will help to determine the outcome.

10. Praise and encouragement may be of greater value in some circumstances than outrage and disapproval.
11. On rare occasions it may be necessary for a teacher to use force to restrain a pupil. This should always be in accordance with the School's "Use of Restraint" policy.
12. All staff are responsible for promoting good behaviour.

Dealing with poor behaviour is also the responsibility of all staff. In the first instance incidents are dealt with by the teacher. Thereafter, incidents are dealt with at the appropriate level of sanction and with involvement of the appropriate level of staff in the pastoral system. If low-level behaviour persists, teachers should deal with these in conjunction with Tutor, then the Head of Year, then the Assistant Head Pastoral.

Some incidents will be so serious that the Deputy Head or Headmaster will need to be informed and appropriate sanctions will be discussed with all concerned. Parents should be fully involved as early as possible. Phone calls, or face-to-face meetings will support communications by the iSAMS system. Persistent disruptive behaviour is considered a serious disciplinary matter, as is any deliberate act of unkindness.

Behaviour diamond - The Rewards and Sanctions System is explained on this diagram, which is posted throughout the school:



Pre-emptive Actions

For most occasions, good behaviour and high expectations are established by setting the right ethos in the classroom and around the school. Boys are expected to look smart, treat others in the community with kindness and respect, and demonstrate outstanding behaviour in the classroom so that they and others can learn to the best of their ability. Teachers help to create this environment in the classroom by planning lessons which will stretch and challenge the boys, by using class seating plans, establishing class rules, using a variety of teaching strategies, body language and gesture. By using carefully chosen language and “least to most” intrusive strategies, positive relationships are built with and between boys. Outside the classroom, teachers can promote good behaviour by being present, and dealing with issues when the need arises. Whilst on duty, teachers will help establish this environment by taking an active and proactive role and constantly reminding boys of high expectations.

First Stage

Initial poor behaviour, such as calling out in class, forgetting a class rule etc. will be dealt with by teachers as positively as possible.

Concerns

Concerns are for low level incidents where no significant action other than talking to a pupil at the end of a lesson is taken. Four concerns will trigger an automatic email to tutor and Head of Year (HoY) indicating that further action needs to be taken (a discussion with HoY and a phone call home)

Conduct - e.g. calling out in class, forgetting a class rule etc.

Concerns are for internal recording of low-level behaviour and are not routinely reported to parents; they do not tot up to a Warning, but a tutor may contact parents if a pattern is starting to emerge.

Academic - e.g. failing to complete homework properly.

In the first instance of substandard work, the teacher should issue an Academic Concern recorded on iSAMS, and the pupil should redo their work

The second occurrence, in the same subject, an Academic Warning is issued by their subject teacher and the pupil will be sent to the Deputy Head Academic to redo their work during a Tuesday or Thursday lunchtime (12:30-1pm).

Warnings

These are for more persistent behaviour where pupils have not responded to a Concern. They may also be recorded for more serious incidents where significant action is appropriate. This might include loss of a break or other similar action. A Warning is a record of poor behaviour, as well as the action taken by a member of staff. The relevant HoY should be consulted so that discussion can take place before a CW is issued.

All Warnings should include brief details of the behaviour and of the action taken.

Warnings are reported to parents through the portal as a matter of routine. Best practice is for teachers or tutors to contact a boy's parents too.

Persistent Bad Behaviour

Target Card

A small number of boys do not respond to low level disciplinary action and continue to misbehave after Warnings. If this happens tutors should liaise with Heads of Year and further action should be taken. This should involve discussion with parents and the boy may be placed on a target card. There are different types of Target Card, and they are designed to take account of individual circumstances. They can be used positively (ie to record positive behaviour), and can be departmental. This will be monitored by the tutor and if the pupil's behaviour improves they will be taken off the card. Target cards should be recorded in the pupils' notes in iSams.

Detention

If a boy fails to improve his behaviour after being put on a target card, parents will be contacted and the boy will be dealt with by the Assistant Head Pastoral. He will be placed in a formal after school detention where he will be able to discuss his behaviour and actions to improve. His behaviour will be closely monitored afterwards by means of a target card. Detentions may also be given for more serious incidents (see below) or a build-up of minor incidents.

Serious Incidents of Misbehaviour

Single incidents of serious misbehaviour will be dealt with at the appropriate level and may involve action by Head of Year, Assistant Head, Deputy Head or Headmaster.

Examples of things which are considered serious are:

- Bullying
- Physical violence
- Rudeness to members of staff
- Wilful disobedience
- Dishonesty

This list is not exhaustive and any incident is dealt with appropriately.

The action taken may include:

- Loss of free time
- Detention
- Headmaster's Detention

Suspension and Expulsion

The Headmaster will discuss any really serious incidents, or persistent and chronic disruptive behaviour, which might merit suspension or exclusion with the Head Master of Bedford School.