



Behaviour Policy

Last Reviewed: June 2024

Date of next review: June 2025

BEHAVIOUR POLICY

One of the aims for Daffodil Preparatory School is:

To produce young learners:

“To be upstanding members of society who enrich life for themselves and others.”

At **Daffodil Preparatory School**, we believe that every student has a right to have their educational needs developed and met, thus allowing them to be able to reach their full potential in a warm, safe, caring, and stimulating environment. Underpinning all our work is our motto of ‘NOBIS NITENDUM EST [we thrive to be]’. We endeavour to develop young adults with excellent moral and social values by promoting discipline, behaviour, exceptional personal manners and mutual respect for all.

We have a strong set of school values that all members of our community are expected to uphold and demonstrate:
Truthfulness

Honesty

Resilience

Integrity

Virtue

Excellence

This is reflected by the cultivation of respect for all and by a substantial programme of investment in pastoral pupil care; whereby we have a behavioural system that is based on the values of justice, forgiveness and responsibility, and which encourages ethical and emotional growth, and development in students, staff and parents / carers.

We take inappropriate behaviour, seriously, whether it is by any student towards other students, members of staff or the setting. Students need to learn to consider the views and feelings, needs and rights of others and the impact that behaviour has on those around them.

Parents are expected to take responsibility for their child’s behaviour, and we encourage two-way communication with parents so that together we encourage and nurture students.

This policy reflects the values of our school. It sets out the principles, routines and procedures, and is a working document where our practice is constantly developing and will be updated at regular intervals to reflect these developments.

To achieve our aims a clear agreed behaviour management policy must be implemented fairly and consistently by all members of staff and volunteers.

All adults in the school must:

Take active responsibility for students’ behaviour around school, in the classroom and playground.

Ensure pupils have full access to the curriculum and all aspects of school.

Ensure pupils are free to learn without disruption, are safe from threat and harm in the classroom and in the playground.

Take the initiative in establishing a positive ethos, communicating in a clear and friendly manner; and giving and expecting respect.

Record any breaches of the school behaviour policy on the school system as instructed during the school induction training session.

To achieve this, students must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Underlying Principles for Managing Behaviour at our School

We believe:

The enhancement of self-esteem and the development of self-discipline.

Positive relationships are crucial to behaviour management.

We should manage students positively whenever possible.

We should have high expectations of our students’ behaviour.

We should teach and model “good” behaviour.

We should reward good behaviour and sanction poor behaviour.

We should be consistent and fair.

We should balance the needs of most students who can manage their behaviour positively and the needs of those students who find it more difficult to do so.

We are most effective when there is a close professional relationship between staff, students and parents.

Managing Behaviour in the Classroom

Essential to good classroom management is the quality of relationship between the class teacher and the students in the class.

A positive classroom

Always use positive statements - **Give Plenty of PRAISE!**

Use their names.

Have a seating plan – and keep changing it until it works!

Criticise the behaviour, not the student.

Try and model the behaviour you would like to see in students.

Be consistent in what you say – **If you say you are going to do something – DO IT!**

Negotiate classroom rules and display them clearly where everyone can see them.

Talk quietly whenever possible to establish an atmosphere of calm.

Be assertive without raising your voice – **DON'T SHOUT!**

Have clear routines that you have explained to the students.

Teach routines for certain activities.

Use stories as a strategy for encouraging/supporting positive behaviour.

Be clear about jobs and responsibilities – display them if possible.

Try to stay calm and positive and fair.

Encourage students to listen to others and to take turns in speaking.

Encourage students to learn to share and take turns in all activities.

Encourage students always to be considerate towards other students.

Everyone is of equal importance and all should be encouraged to take a pride in their work.

Record positive behaviours on the school system as instructed during the school induction training session.

These should be routinely revisited and reinforced.

Rewards and sanctions should also be clearly explained and displayed, as students will need constant reminding throughout the year. "Good" behaviour has a lot to do with students' motivation to learn.

Classroom code of conduct

Do not come late to lesson.

Enter the classroom sensibly and quietly.

Prepare books and equipment and follow instructions to start the lesson promptly.

Always work to the best of your ability, without disturbing others.

Show good manners and listen carefully when the teacher or another person is talking.

Follow instructions immediately without comment or argument – first time, every time.

Treat the school environment and others in the classroom with respect.

Seek the teacher's permission before leaving the classroom.

Do not eat or drink (except water) in lesson.

Ensure that the classroom is left tidy.

I WILL LEARN TO LISTEN AND LISTEN TO LEARN.

Managing Behaviour around School

After break, lunchtime and at home time, all the classes must be monitored by the class teacher as students leave the building.

The school publishes the school duty rota schedule in the bulletin. It is the responsibility of the member of staff due to take a duty to make arrangements to cover their duty for known absences. This should be done via a duty swap with a colleague.

When moving around school, the class teacher is responsible for ensuring appropriate behaviour is maintained, however, **all staff are responsible for supporting this and addressing unacceptable behaviour.** Often, speaking directly to the individual or group will correct the behaviour but if it does not, the class teacher should be informed so that appropriate sanctions may be applied.

Around school rules

Be polite and show respect for other people.

Wear correct uniform always.
Look after property and put litter in bins.
Eat and drink in the right place at the designated time.
Walk around the school sensibly and quietly.

Managing Behaviour in the Playground

When on duty in the playground the following points will help maintain positive behaviour:

Be outside as soon as possible.
Be consistent and enforce playground rules always.
Be vigilant and intervene early if a situation looks tense.
Move around the playground.
Encourage the use of co-operative, non-equipment games.
Apart from balls do not allow students to throw other items.
Do not allow students to carry out play fighting.
At lunchtime, the students will be supervised by an adult. Minor incidents will be dealt with in the playground. More serious incidents may involve students meeting with the Head Teacher.

Serious Incidents

"One – off" serious incidents will be dealt with on an individual basis but should always involve SLT. Parents will be informed and asked for a response dependent on the incident. Any incidents of serious aggression, bullying or racism must be reported to SLT straight away.

Serious incidents will be recorded on the school's Serious Incident Log. The Log is managed and kept by SLT.

Challenging Students

Most students can manage their behaviour positively with only slight intervention, responding well to positive management. A small number of students, however, have significant difficulties in managing their behaviour and need a more individualised approach. In these cases, class teachers, SLT and parents will work closely together on how to support the student; outside agencies will be involved when appropriate.

Rewards and Sanctions

Students must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.
Positive and negative behaviour points and comments are kept on the school internal system and managed by the Head Teacher. All staff must keep the records up to date every day.

Rewarding good work and positive behaviour

The school acknowledges that pupils work better when their good work and good behaviour is recognised. Teachers will praise pupils on their good behaviour, enthusiasm and hard work verbally or, by writing positive comments on the portal.

Work of a very high academic quality, or students that display positive behaviour will be rewarded.

We aim to promote high standards of behaviour, self-discipline and learning through positive encouragement. Those who behave consistently well and achieve the highest number of points will be rewarded with an end of year award ceremony where they will be given a certificate of achievement and badge to commend their excellent achievement during the academic year.

Those who misbehave will face the consequences of their actions. These are:

Phase 1 Verbal warning x 1.
Phase 2 Negative comments on the school system.
Phase 3 Further comments on the school system.
Phase 4 Referred to SLT, resulting in sanction 1.
Phase 5 Sanction 2.

Phase 7 Permanent exclusion (decision made by SLT).

Verbal warnings and written comments will be given for the following:

Shouting in and outside the classroom.
Disturbing others.
Talking whilst teacher or others are talking during lesson.
Running in classroom and corridors.
Litter not put in bins.

Eating and drinking outside of specified break times.
Eating and drinking outside designated areas.
Not paying attention in class whilst teaching is taking place.
Taking longer than necessary in the toilet.

Written comments will be given without a verbal warning for the following:

Incorrect Uniform.

Homework incomplete or not handed in on time. (Failure to complete and hand in 2 pieces of homework on time in any month will result in sanction 1).

Play fighting.

Dangerous behaviour.

We believe that a successful partnership between parents and the school can bring out the best in students. Contact with parents via telephone, email or letter is an effective medium to keep parents informed of their child's good behaviour/progress, however, they can also immediately be made aware of any patterns of poor behaviour/concerns, whereby parents can work with school to improve behaviour.

Staff should be approachable and accessible, prepared to listen to pupils and parents and ensure that pupils and parents feel their concerns have been heard.