



## Behaviour Policy

This policy applies to all pupils at Loyola Preparatory School including those in the Early Years Foundation Stage. It should be read alongside the Anti-Bullying Policy and School Regulations.

The Head and Governing Body believe that in order to safeguard our pupils and enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. They seek to create a caring and learning environment in Loyola by;

- promoting good behaviour and discipline, rather than simply punishing bad behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and proper relationships based on mutual respect;
- ensuring fairness of treatment for all, encouraging consistency of response to both positive and negative behaviour; and
- promoting early intervention: providing a safe environment free from disruption and violence.

It must be understood that:

- Bullying and any form of harassment are deemed wholly unacceptable. (See Anti-Bullying Policy)

Procedures will be based upon mutual respect. Under no circumstances should corporal punishment be used or threatened in the school or EYFS. Neither the Head nor the Governors can support staff that use physical punishment at the school. However, the school recognises the clause in the DfE 2013 advice, “Use of reasonable Force” that ‘reasonable force’ may be used by teachers if circumstances warrant it.

The Head, Deputy Head, SENDCO and SMT will keep the policy under review in the light of experience. They will ensure that Loyola’s expectations are communicated to pupils and parents, are non-discriminatory and that the expectations are clear. The Governing Body will support the school in maintaining high standards of behaviour.

The Head and Phase Leaders will be responsible for the implementation and day-to-day management of the behaviour at Loyola. Support for staff faced with challenging behaviour is also an important responsibility of the Head and Phase Leaders.

All staff will be responsible for ensuring that the expectation of good behaviour is consistently and fairly applied. Mutual support amongst all staff in the implementation of this expectation is essential. Staff have a key role in advising the Head and Phase Leaders on the behaviour of pupils. They also have a responsibility to create a high quality learning environment, teaching good behaviour and implementing procedures consistently.

The Governing Body, Head and staff will ensure there is no differential application of the behaviour expectations on any grounds, including those of ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Pupils of Loyola will be expected to take responsibility for their own behaviour and will be made fully aware of the expectations of Loyola. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported promptly and accurately. The procedures arising from this policy will be developed by the Head and SMT. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all concerned. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of Loyola has a responsibility towards the whole community.



## Rewards and Sanctions in Loyola Preparatory School

### Rewards

#### Golden Books

Pupils throughout the school (Lower Kindergarten - Rudiments) can be awarded a 'golden book' for academic work, effort or good behaviour. They can also be given at the discretion of a teacher for participating in events outside of school such as choral or sporting events.

If a child receives 3 golden books a certificate is awarded at the next school assembly.

Every 3 golden books receives a certificate but 9 = a bronze star, 12 = a silver star and 18 = a gold star and so on.

The system starts again at the beginning of each term. At the end of the year there is a prize & trophy for the boy who achieves the most golden books over the year.

#### House Points

These are awarded for academic work, effort and behaviour. They also contribute to the House Competition and therefore have a 'community' aspect to them. The House system promotes collegiality in behaviour, sporting endeavour and application to studies.

#### Courtesy Cup

These are awarded weekly to a pupil from either EYFS/KS1 or KS2. They are recognition of courteous, helpful and thoughtful behaviour. Pupils who receive them are judged by staff to exhibit these worthwhile and commendable traits on a regular basis, and set a good example to other pupils. Recommendations will be discussed at staff meetings. A list of past winners is kept with the School Office. We try to give it to someone who has not won a courtesy cup previously if at all possible.

#### Prizes

At the end of the year, cups and prizes are presented on Academy Evening for academic excellence and attainment in all subjects including drama, music and sport. There are also cups and prizes for contribution to the school community and general progress. These are for pupils in PP2 - Rudiments. For pupils in PP1, prizes are awarded for academic excellence in English and Maths.

#### Scholarships

The Hume Scholarship is awarded at the end of PP2 at Academy night. It is awarded to up to three boys who have reached the highest academic standard in English and Maths across the year. Work contributing to this includes end of year exam scores, individual test scores from throughout the year, class work, home work and attitude to learning in these subjects. To be awarded the Hume Scholarship is an honour.

#### Head Boy, Deputy Head Boy and the Prefect System

Through an interview process and staff ballot pupils can apply for a position of responsibility in Rudiments. The Head Boy, Deputy Head Boy and Senior Prefect work with and for the school community to ensure the smooth running of many aspects of school life including acting as role models and encouraging positive behaviour from others in the school. The Head Boy and Deputy Head Boy have additional duties such as showing visitors around the school, creating rotas for prefect duties, giving speeches or reading at events amongst many more.

#### Classroom Behaviour Systems

Class teachers are encouraged to adopt their own positive behaviour systems in their classrooms. These range from a 'golden time' system with reward time at the end of the week, a traffic light



system which is similar and recognises those children who have consistently behaved / worked well and shown outstanding community spirit and positive attitude towards their peers without adult intervention; class dojo recognising individuals and/or the class working together as a whole, stickers, reward cards, compliments or systems to work towards a whole class reward.

Constant reminders and encouragement take place in class, the playground, in the dining hall and in assemblies.

Teachers may ask pupils who produce outstanding work to take it to show the Head, Deputy Head or SENDCO, this will be praised and discussed on a 1:1 basis.

Postcards from the Head may be sent home to comment on exceptional behaviour, attitude or work.

### Sanctions

Inappropriate behaviour and attitudes are dealt with sympathetically and firmly by involving parents, peers and staff as appropriate. Staff act as role models. The cultivation of a good disciplined atmosphere is the responsibility of all staff and it reduces the need for sanctions.

### Reasonable Force

The ethos of our school is that control of pupils is based upon good personal/professional relationships between the staff and pupils.

However, Section 550A of the Education Act 1996 does allow teachers, and other authorised school staff, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:-

- injuring themselves or others
- causing damage to property (including the pupil's own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere;
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).

Teachers may consider it necessary to use reasonable force where:

- action is necessary in self-defence or because there is an imminent risk of injury
- there is a developing risk of injury, or significant damage to property
- a pupil is behaving in a way that is compromising good order and discipline

During an incident of restraint, the minimum force necessary will be used and the pupil will continuously be offered the opportunity to regain self-control. The purpose of restraint is to restore safety and good order. Reasonable force can be described as the minimum force necessary to achieve the desired results.

All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded stating:

- the name(s) of the pupil(s) involved
- the date and time reasonable force was used



- why reasonable force was necessary
- how restraint was carried out
- who restrained the child/young person
- how long this restraint lasted
- who was present during the period of restraint
- any marks noted on the child as a result of the incident and how they occurred
- action taken (eg treatment) in relation to any marks or injuries occurring as a result of the incident

The pupil's parent will be informed when it has been necessary to use reasonable force to control or restrain a child.

### EYFS and PP1 & 2

Staff will discuss any serious or frequently repeated misbehaviour with their Phase Leader. Records will be made detailing the nature of any misbehaviour and the action taken.

All classes will have a system which will warn a child if they are not following the classroom rules and they will have a chance to rectify their behaviour. If the behaviour continues they may miss a short period of break or lunchtime. Staff will always discuss the matter to see if there is an underlying reason or if the pupil needs support. Parents are informed of incidences (usually at the end of the day).

### Prep - Rudiments

#### De-Merits

These can be for poor work (work de-merit), or for poor behaviour (behavioural de-merit). If this occurs the pupil will have to report to the Phase Leader to explain what has happened. The Phase Leader will make a record of this. Three de-merits will result in a detention (half an hour at a lunchtime). Parents will receive a letter outlining the reasons for the detention and an acknowledgement slip must be completed and returned to the Phase Leader.

If this happens again, within a half term, the parents are asked to make an appointment to meet with the Head to discuss their child's behaviour.

Behaviour records are kept by the Phase Leader and these are reviewed at SMT meetings.

#### Strikes

Strikes are given when a pupil fails to move around the school in an appropriate manner. Strikes are collected by 1 member of staff and if 3 strikes are received they will be expected to miss some of their break or lunchtime to discuss their behaviour (up to 15 minutes).

#### Head Boy, Deputy Head Boy & Senior Prefects

These members of the school do not have the authority or power to impose sanctions amongst boys. Their main function is to report individual cases to the appropriate authority figure by name. If it is considered that a Head Boy, Deputy Head Boy or Prefect either performs his responsibilities inefficiently or that his conduct is unsatisfactory, a member of staff may demote him for a period of one week by withdrawing his badge. This would be discussed with the Headteacher. It is possible for a prefect to lose his prefect status permanently.

#### Home / School Link Books

Pupils can be placed on Home / School Books. The nature of the book depends upon the area of concern and is tailored to individual pupils e.g. focus in lessons, completing homework, etc.



### Detention

Pupils may be put in detention if they accrue three de-merits. Occasionally, very poor behaviour may result in a pupil being put straight in to detention, although this is rare and would involve prior discussion between Phase Leader, Classteacher and Head. Detention happens during the course of a school day and parents are informed.

### Breaktimes

A teacher may ask a child to miss part of their breaktime as part of a classteacher's own sanctions. If a child misbehaves whilst outside they may have to stay with the person on duty or stand by the wall (to miss part of the breaktime) for up to 10 mins. If necessary, the child may need to be escorted to the Phase Leader to deal with the misdemeanour.

### Suspension

The Head (or in their absence the Deputy Head) may feel it necessary to suspend a pupil from Loyola for a number of days following a major breach of discipline or an accumulation of disciplinary offences. In such cases it is usual for parents to discuss the situation with the Head, either at the beginning or the end of the period of suspension.

### Exclusion

In extreme circumstances, such as cases of maliciousness and deliberate bullying, theft or vandalism, the Headteacher can apply to the Chair of Governors for an immediate exclusion. The Head would discuss this with the SLT. (See Exclusion Policy).

In the event of the Headteacher's absence, the Deputy Head will have the authority to liaise with the SLT and to seek an exclusion order from the Chair of Governors, but the facts of the case will be reviewed by the Headteacher on their return.

In the event of all of the SLT being absent at the same time, authority for the running of the school devolves to the SMT. Here exclusion orders may be sought from the Chair of Governors but in the first instance should be confined to a period of 24 hours subject to review.

This policy should be read in conjunction with the School Regulations and Anti-Bullying Policy.

The Behavioural Policy of Loyola Preparatory School is drawn up with due consideration of the non-statutory advice Behaviour and Discipline in Schools (Jan 2016).

Loyola recognises its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities. The reasonable adjustments enacted to meet their needs are as stated in the Special Educational Needs and Disability Policies of the school.

Written : K Anthony November 2018

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