

Woodbridge School

QUEEN'S HOUSE

Behaviour and Discipline Policy

Introduction

This document is a statement of the aims, principles and strategies for Queen's House. DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN policy, Anti-Bullying Policy, Rewards and Sanctions, PHSE Policy and the Child Protection Policy to establish the general ethos of the Pre-Prep.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. Children require consistency and respect in the way they are treated within the School community: they need a sense of being safe and being supported whilst still being empowered to make choices and to state their views.

Aims

- To ensure a safe, caring and happy school;
- To promote good citizenship;
- To ensure appropriate behaviour and good manners throughout the Pre-Prep;
- To encourage and praise greater effort in both work and behaviour;
- To provide a system of rewards to encourage effort in work and good behaviour;
- To prevent bullying.

Every child has the right to learn but no child has the right to disrupt the learning of others.

To help children explore and discover successful ways of interacting with one another and for understanding another's world, Circle Time is timetabled at Queen's House. The values that underpin Quality Circle Time are:

Respect for self
Respect for others
Respect our immediate and wider environment

The aims of the behaviour policy are reflected by the Golden Rules which are central to this structured group discussion time.

The Golden Rules are as follows:

- DO** be kind and helpful – **DON'T** hurt people's feelings
- DO** be gentle – **DON'T** hurt anyone
- DO** listen – **DON'T** interrupt
- DO** work hard – **DON'T** waste your or other people's time
- DO** be honest – **DON'T** cover up the truth
- DO** look after property – **DON'T** waste or damage things

This simple code of conduct must be adhered to in and out of class and reinforced constantly. We must 'catch' children 'getting it right' and then offer praise.

Rewards: A reward system reinforces these rules:

- **GOLDEN TIME:** 20 minutes "Golden Time" is timetabled weekly for Reception and Year 1.
- **EFFORT CERTIFICATES:** Children are rewarded with effort certificates in assembly on Fridays for following the Golden Rules and for effort in work. The 'Table Manners' and 'Marvellous Manners' Certificates are also awarded.
- **INDIVIDUAL STRATEGIES:** Class teachers also have individual strategies and rewards (stickers, marbles in the jar, bears in the basket, etc) to help promote good behaviour and the Golden Rules.
- **HOUSE POINTS:** House points are awarded weekly for following the Golden Rules.
- **PREFECTS:** Prefects are appointed and are responsible for the behaviour of others.

Sanctions:

- There is a sanction system - linked to the Golden Rules - based on this weekly privilege.
- A broken Golden Rule results in a verbal warning.
- If a child breaks a rule whilst the warning is in place, he/she loses their Golden Time and, as a visual warning, a 'sad face' is placed on the desk beside the child. Parents are informed.
- Extreme case - sent to Head of Queen's House and the incident recorded - parents informed and invited to discuss the situation with the class teacher and Head of Queen's House.

Conduct in Lessons:

The Golden Rules are adhered to - they encompass:

- Respect for others' views and opinions;
- Participation by all;
- A hand up to speak - no calling out;
- Years 1 and 2 stand up for visitors;
- Work to the best of their ability;
- Show initiative and take responsibility for their learning;
- Understand the time to talk and the time to listen;
- Moving to another classroom or Hall quietly and in an orderly fashion;

Responsibilities:

All members of the School - teaching and non teaching staff, parents and pupils - work towards the aims by:

- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- treating all children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the Pre-Prep;
- offering equal opportunities in all aspects of Pre-Prep life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviour and work;
- rejecting all bullying in any form (see Anti Bullying Policy);
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently;
- working as a team, supporting and encouraging each other;
- learning to listen to others and respect different points of view.

Procedures for providing children with the opportunity to discuss appropriate behaviour:

- Speaking with a teacher or classroom assistant.
- A programme of personal, social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PHSE policy).
- A clear focus for work on relationships and feelings as part of the PHSE work throughout Queen's House.
- Assemblies.
- Circle times.

Liaison with parents:

If appropriate, parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis, a 'Behaviour' book may be started. The book is written in by the teacher each day and sent home. The parent comments in it each evening and returns the book to School the next day. When the behaviour improves, the 'Behaviour' book may be reduced to a weekly contribution.

In some cases it will be deemed appropriate to keep a record of 'incidents' relating to children who are involved repeatedly in misdemeanours and who could therefore be a potential problem.

Verbal contact with parents is often a very good strategy, and copies of any letters or written records should be retained by the class teacher.

In extreme cases, a chart tracks the child throughout the week - signed by each teacher he/she meets and stickers awarded when appropriate. Parents receive feedback.

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