



*This policy applies to all pupils at Town Close House including those in EYFS.*

## **POLICY FOR BEHAVIOUR MANAGEMENT**

### **INTRODUCTION**

Town Close House School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust, mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Town Close House School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, equipped to take his or her place in the modern world.

The School community of Governors, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. Town Close House School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School's Rules and Regulations.

The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

## **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and guardians who accept a place for their child at Town Close House School undertake to uphold the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We will always telephone the home on the morning of the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the Governors' policy usually not to allow holidays to be taken during term.

## **INVOLVEMENT OF PUPILS**

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, (e.g. via the School Council, which meets regularly.)

## **TEACHING AND LEARNING**

Town Close House School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

## **COMPLAINTS**

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but the School's complaints procedure can be viewed on our website or can be sent to you on request.

## **PRE-PREP DEPARTMENT (for EYFS and Year 1 and 2 children)**

### **PART 1 – PRE-PREP BEHAVIOUR POLICY**

**The Head of the Pre-Prep Department is the named person responsible for the behaviour management of all EYFS children. Corporal punishment is not allowed in any circumstances.**

- We recognise that learning potential is increased through providing a structured and orderly environment, with equal opportunity and self-discipline as priorities.
- A positive behaviour policy is adopted throughout the School i.e. we reward and reinforce the behaviour we wish to encourage
- Teaching staff reward a child's good/desirable behaviour with praise and /or by rewarding them with a sticker or stamp/mark .
- School rules are kept to a minimum and are designed for the safety and well being of the children

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth
Do forgive	Do not bear a grudge
Do share	Do not be selfish

- In the Reception, Year 1 and Year 2 classes' especially good behaviour or improved performance in class is rewarded with a visit to the Head of the Pre-Prep to show their work to 'Magic' the rabbit. A magic moment sticker and card is then awarded and a record is kept of these. It is our aim to ensure that over a year, every child receives at least one such special award. These special awards are reported in assembly at the end of the week.
- Bullying or fighting are not tolerated (see Anti-Bullying Policy). Staff are vigilant about controlling playground behaviour to ensure that play time is safe and make every attempt to eradicate antisocial or undesirable behaviour. The general ethos, organisation and curriculum of the School support this approach. Parents are asked to bring any concerns they have about their child at play times to the attention of the class teachers and/or the Head.

- Occasionally some constructive punishment may be necessary, particularly if a child has previously been warned about undesirable behaviour. This is kept short and simple and parents are kept informed.

The children in our Year 2 classes are rewarded at the end of the week with 'Golden Time', when lots of interesting activities are offered as a reward for good behaviour during that week. Any children who have broken our rules or who have chosen to behave badly after they have been warned about their behaviour will have a minute or several minutes of 'Golden Time' denied them. When children lose 3 minutes or more of 'Golden Time', then they are asked to see the Head of the Pre-Prep to give an explanation of their behaviour. This, in practice, means that they miss 10 minutes or so of our 'Golden Time'. A record book is kept so that children who regularly miss minutes of 'GoldenTime' can be monitored.

## **PART 2 – THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS**

The Headmaster authorises members of staff to use reasonable force to restrain pupils if, on occasions, this becomes necessary. Restraint is necessary in the following circumstances:

- Where pupils may injure themselves or others.
- Where the behaviour is disruptive to maintaining good order and discipline among the pupils.

Only minimum force is used and never as a punishment.

Physical intervention by staff may take a number of forms:

- separating pupils
- standing in the way of a pupil
- leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

Only in extreme cases might more restrictive holds be used.

All incidents when restraint is used must be recorded, as soon as possible, and parents informed.

The following information (as a minimum) should be detailed as an incident note, together with written statements of witnesses, as appropriate:

- names of pupils involved
- the time of the incident
- the place where the incident occurred
- the names of staff or other authorised adults involved

Where the incident has been prolonged, or where considerable force has been used, the following details should also be recorded:

- names of all witnesses, pupils and adults
- signed witness statements
- the reason for force being used
- a description of the way in which the incident developed
- the pupil's response
- details of the outcomes of the incident including injuries and damage

## **PREP DEPARTMENT (for children in Years 3 to 8)**

- We recognise that learning potential is increased through providing a structured and orderly environment, with equal opportunity and self-discipline as priorities.
- School rules are kept to a minimum and are designed for the safety and well being of the children.

(See Appendix (i) - **School Rules**)

- A positive behaviour policy is adopted throughout the School i.e. we reward and re-enforce the behaviour we wish to encourage. The main reward system in place at Town Close is through the House points system. Plus marks are awarded in lots of five, known as 'plus 5' when a child has done well academically, for music, sport, drama, or even simply for good citizenship. The +5 is recorded in the card together with the reason for the award. When +5 has been given for written work, the award should also be entered in the child's exercise book, alongside the comment. Very good work might attract a Commendation in the form of +10 in the House Card. A Headmaster's Commendation is worth +25. It is recorded in the House Card and a certificate is also presented in the House Meetings.
- Children thrive when they are praised. There is, however, a negative element for certain situations which may arise. Minus points are given in lots of three, known as 'minus 3'. For example, somebody caught playing rugby with a library book would almost certainly receive -3 in their House Card. A more minor failing would mean a dot being entered in the minus column of the card along with the reason, e.g. 'talking out of turn repeatedly'. In this way a picture builds for both staff and parents of each child's progress.

- Behavioural expectations are laid out in the School's Code of Conduct. The bare bones of the Code, which were decided by pupils and staff together, are that pupils at Town Close should:
  - Be honest.
  - Care for our School and everyone in it.
  - Do what is right.
  - Help people if they are unhappy or worried.
  - Respect one another's belongings.
  - Treat others as we would want to be treated.
  - Try our best in everything we do.
  
- Bullying or fighting is not tolerated. Staff are vigilant about controlling playground behaviour to ensure that play time is safe and make every attempt to eradicate antisocial or undesirable behaviour. The general ethos, organisation and curriculum of the School support this approach. Parents are asked to bring any concerns they have about their child at play times to the attention of the class teachers and/or the Headmaster.

(See Appendix (ii) – **Anti-Bullying Policy**)

- Occasionally some constructive punishment may be necessary, in the form of a detention, particularly if a child has previously been warned about undesirable behaviour, or poor work. Parents are kept informed and are given a minimum of 24 hours notice, in order to sign the detention card and make arrangements for collection. There are two types of detention. One is a **Work Detention**, which is given when prep is not done, or for academic idleness. The second is a **Conduct Detention**, which is given for poor behaviour.
  
- In more serious circumstances a child may be suspended from school for a period of time. This is generally for continued poor behaviour, or a serious breach of School Rules, and is given at the Headmaster's discretion.
  
- The ultimate sanction, in cases where persistent poor behaviour is clearly having an adverse effect on other pupils, or on the character of the School, is to request the removal of the child from the School.

Further details can be found in Appendix (iii) – **Pupils' Disciplinary Code**

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## **SCHOOL RULES**

**All pupils are expected to conduct themselves with courtesy or common sense while at the School.**

- Play areas are the Dearnaley Playground, the Newmarket Road Playground, the Front Lawn, the grass area next to the Sports Hall and the woodland area. The bounds at the Newmarket Road side of the School are clearly marked with a white line on the trees, and by ropes on the Ipswich Road side.
- Pupils are not allowed outside the playground area towards the front drive without direct staff permission.
- Pupils may only leave the School premises during school hours with permission, and after signing out in the front office.
- The Swimming Pool, Sports Hall, Read Hall, DT Room and Science Lab are all out of bounds to all pupils, unless a teacher is present.
- No pupil is allowed in the Music Room or Art Room without permission.
- All pupils should show respect for the school environment, especially trees and flower beds.
- Soft ball games only are allowed in the Dearnaley Playground.
- Pupils must be outside during morning break unless the weather prevents this.
- Extra work done during the lunch break should be done quietly in the Library and not in the form rooms. Children must have prior permission from a member of staff, before doing any work.
- No articles may be bought, sold or exchanged at school without direct staff supervision.
- The throwing of stones, sticks or any other missiles is strictly forbidden. Knives, chewing gum, electronic equipment, game boys etc. must not be brought to school.
- Pupils should not bring any food, drink or sweets to school. All food, including biscuits at break time, should be eaten in the Dining Room.
- Children may bring a cake into school if it is their birthday. The cake must be taken to the kitchen, where it will remain until eaten at break/lunchtime.
- Pupils may wear trainers during break times, but **must** wear them when playing ball games or when playing on any of the grass areas during the lunch break.
- Any mobile phones/ipods/MP3 players brought to school, must be left at the Front Office during school hours.

## **ANTI-BULLYING POLICY**

### **What is bullying?**

Bullying is the wilful, conscious desire to harm, threaten or frighten someone - it can be a physical or verbal attack. Any pushing, kicking, threatening, teasing or name-calling which happens repeatedly to make a child feel hurt, frightened and/or lonely is bullying. Racial or overtly sexual remarks may well be bullying as are comments about a disability. One off incidents will be responded to via our Behaviour Policy. In recent years cyber bullying has become prevalent via social websites, text messages or photographs on mobile phones and email. Given the differing nature of cyber bullying, one off incidents will be treated as bullying.

### **Policy Statement**

Although Town Close House enjoys a happy and friendly atmosphere, there will be occasions when children are unhappy as a result of the behaviour of others. It is the School's policy that behaviour which causes distress to another person, whether intentional or thoughtless, may be regarded as bullying and is not acceptable. The seriousness of bullying must not be underestimated because it can lead to psychological damage and even suicide.

### **Aims**

- To encourage all pupils to respect one another.
- To ensure that all victims of bullying are aware of the support available to them, i.e. form teacher / tutor.
- To provide support for the bully as we seek to modify his/her behaviour.
- To outline a variety of courses of action so that the School's response is appropriate to each separate incident, e.g. no blame policy.
- To structure the procedure in such a way that everyone knows what to do when an incident occurs.
- To ensure that everyone knows bullying is unacceptable at Town Close House.
- To raise staff awareness so that the risk of bullying can be reduced.
- To raise children's awareness through the PSHE programme, assemblies etc.

### **General Statement**

Cases of bullying come to light in numerous ways but, in all instances, children and/or parents are encouraged to report the matter to a person in authority. This could be a member of Staff, a Prefect, or a House Captain. As far as possible, such a report will be treated as confidential.

On becoming aware of a bullying incident, a member of staff should intervene immediately to ensure the protection of the victim. Thereafter, immediate

consultation should take place with one of the Deputy Heads or the Head of Pre-Prep to decide the appropriate response. It is very difficult to lay down appropriate sanctions because every case of bullying is different. Sanctions can range from a simple apology through to exclusion in extreme cases. On occasions, a no blame policy may be appropriate, especially at the first sign of a problem.

If disciplinary action is required, then this may be administered by senior staff while, in extreme cases, the pupils and their parents will see the Headmaster, who will then decide on appropriate action. In all cases a record should be made of the incident and passed to the Headmaster to enable patterns to be identified.

### **Help, Support and Counselling will be given to both the victim and the bullies:**

Victims are supported in some or all of the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher or another adult of their choice, and bring a friend for support.
- By informing their parents / guardians.
- By offering continuing support.

Bullies are helped in some or all of the following ways:

- By talking about what happened to discover why they became involved.
- By informing their parents / guardians.
- By endeavouring to dispel their prejudices as far as possible.
- By taking one or more of the disciplinary steps described below to prevent further bullying.

### **Disciplinary Steps**

- They will be warned officially to stop offending.
- Their parents may be informed.
- They may be given an appropriate sanction.
- For a serious incidence or repeated offences, they may be suspended for a fixed period or expelled from school.

### **Advice given to children who think they are being bullied**

1. Generally it is best to tell an adult straight away. It is right to raise your concerns.
2. Teachers will take you seriously and will deal with the bullies.
3. Try not to show that you are upset. This is hard, but a bully thrives on someone's fear.
4. Be proud of who you are. It is good to be individual. No-one deserves to be bullied; bullying is wrong.
5. Tell yourself that you do not deserve to be bullied and that it is **wrong**.
6. Fighting back may make things worse. If you want to fight back, talk to a teacher or parent/guardian instead.

### **Advice given to children who think another child is being bullied**

1. **TAKE ACTION!**
2. Waiting and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
3. If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble.

## PUPILS’ DISCIPLINARY CODE

Every effort is made to reward positive behaviour through the House Card system. However, from time to time, disciplinary action has to be taken in cases of unacceptable behaviour.

Different responses are appropriate for different types of misbehaviour. Relatively minor breaches of the Code of Conduct are dealt with in the House Card (see dots and -3s) attached. Behaviour that affects the health, safety, or general well-being of another pupil may call for a different response and colleagues are advised to consult the Deputy Heads (see also separate section “Incident Forms”).

The following are the disciplinary measures used by the staff to discourage poor work or bad behaviour in the School.

**Detention:** For poor work, for example if prep is not done well or at all, staff may impose a detention: this means that the pupil is required to stay behind after school to do or re-do the work in question, or to do any other academic work required. The pupil’s parents are notified in advance. Should poor work continue and be caused by apparent lack of effort, rather than ability, the pupil may be given a ‘Satis Card’ which must be initialled, with a grade, by the teacher at the end of every lesson. The grades can then be discussed with the pupil: the card is imposed for a week at a time. Detention may also be given for poor behaviour, in which case the child may reflect on what he or she did and why it was wrong.

**Parents’ Involvement:** In cases of persistent poor behaviour, the pupil’s conduct is discussed with the parents.

**Suspension:** Continued poor behaviour may result in suspension, at the Headmaster’s discretion.

**Expulsion:** The ultimate sanction, in cases where persistent poor behaviour is clearly having an adverse effect on other pupils, or on the character of the School, is to request the removal of the child from the School.

Serious misbehaviour, including for example acts of violence, extreme bullying, deliberate disobedience, use of weapons, misuse of drugs, may result in immediate suspension or expulsion at the Headmaster’s discretion, depending on the gravity of the offence. A written account of any such behaviour is recorded, and made available to staff and parents.