



PROSPECT HOUSE
SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

APPENDIX

CONTENTS

SECTION A – GENERAL GUIDANCE AND OVERRIDING PRINCIPLES

SECTION B - EYFS and KS1 REWARDS AND SANCTIONS

SECTION C - KS2 REWARDS AND SANCTIONS

SECTION D – THREE-STEP TIER PROCESS FOR BEHAVIOUR

SECTION E- THE HOUSE SYSTEM

Roles and Responsibilities for Behaviour Management:

- EYFS and Key Stage 1: Mrs Sarah Belshaw, Head of Lower School
- Key Stage 2: Mrs Lucy Lees, Deputy Head
- Overall responsibility: Mrs Kelly Gray, Headmistress

SECTION A – GENERAL GUIDANCE AND OVERRIDING PRINCIPLES

The behaviour and discipline policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. At Prospect House we believe in the power of positive praise, and that the consistent use of this and various rewards will encourage good behaviour, rather than focusing on the negative. By doing this we

- encourage positive self-esteem in all children, regardless of gender, race, ethnicity or background
- promote positive behaviour rather than the negative and draw attention to these behaviours
- encourage high standards in social behaviour, as well as academic
- show appreciation for contributions and acknowledge children when they are 'having a go'.

Every member of the school community is expected to behave in a considerate way towards others. Appropriate and positive behaviour is modelled by adults and the standard of behaviour is specifically taught through PSHE lessons, assembly times, and class-based discussions. Our five school values which are to be followed and used to encourage positive behaviour are:

- Respect
- Community
- Kindness
- Resilience
- Aspiration

At times it can be necessary to use sanctions as a consequence of poor behaviour and to

- enforce appropriate behaviour
- increase an awareness of what is not acceptable
- to clarify boundaries for individuals and groups of children



Sanctions depend on the knowledge and understanding of the child, particularly those identified with needing additional support academically or emotionally.

Rights Respecting Approach:

Our behaviour and discipline approach reflects the United Nations Convention on the Rights of the Child (UNCRC). We believe that:

- Every child has the right to be treated with dignity and respect (Article 28)
- Every child has the right to express their views and be heard (Article 12)
- Every child has the right to be protected from violence and harm (Article 19)
- Every child has the right to education that develops their personality and talents (Article 29)

Our rewards and sanctions reflect these rights by:

- Treating every child fairly and with respect
- Giving children opportunities to explain their behaviour
- Using sanctions that are fair, proportionate, and support learning
- Never using sanctions that humiliate or harm a child's wellbeing

This appendix should be read in conjunction with the school's Behaviour and Discipline Policy, which sets out the overarching principles, legal framework, and procedures for managing behaviour at Prospect House School.

SECTION B – EYFS and KS1 REWARDS AND SANCTIONS

The rewards and sanctions for children in the EYFS and KS1 must always be appropriate for the age and maturity of the child. To promote good behaviour, activities must be well planned and organised and, particularly in the EYFS, there should be an appropriate balance of child-initiated and teacher-led tasks. Classrooms should be well set out and ordered, with routines firmly established, so children are aware of expectations and are familiar with how to care for their environment.

Rewards

- Verbal praise will be the predominant form of reinforcement.
- There will also be written remarks about good work, the awarding of stickers, stars or house points, sending children to a nearby and appropriate teacher or Head/Head of the Lower School for praise.
- Awards and praise are given to children in recognition of good work, behaviour or any other aspect that deserves merit.
- A weekly recognition assembly recognises personal achievement. These awards (Golden Leaves) are publicly displayed in school and sent home for parents. In each class, one child each week is chosen, but records are kept ensuring that every child is recognised at some point in the school year.
- During this assembly, the children who have been nominated by a member of staff that week for epitomising a school value are also celebrated, and a postcard is sent to the child's home celebrating their achievements. One child who has particularly demonstrated a value is chosen to wear a badge for the week to celebrate this.
- The school is also happy to acknowledge and celebrate the efforts and achievements of children outside of school.
- Children working with the Learning Support Unit staff may also be awarded specialist certificates in assembly.
- The house system encourages group achievement and responsibility. House points can be given for good work, behaviour or any other aspect that deserves merit.
- The work of every child is displayed to encourage pride in achievement and the reward for effort. By displaying work carefully and attractively, the teacher also conveys to the child that his/her efforts are valued and worthwhile.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Teachers should employ each sanction appropriately to each individual situation. When reprimanding a child, staff must not use public humiliation or ridicule.

- Inappropriate behaviour will be met with a non-verbal warning in the first instance, e.g., a raised eyebrow.
- If the inappropriate behaviour continues, the teacher will follow the three-step strategy (see below). Good behaviour will be modelled.

- Children should listen carefully to instructions in lessons. If they do not, the child may be asked to move to a place nearer the teacher, or to sit on his or her own.
- Children are expected to try their best in all activities. If a child demonstrably does not do so, he or she may be asked to redo a task.
- If a child is disruptive in class, the teacher should speak to him or her. If a child misbehaves repeatedly, the child may be isolated from the rest of the class until s/he is in a position again to work sensibly with others.
- Children may be asked to fill out a behaviour reflection sheet. This is used to facilitate a discussion to help the child think about their actions, why they choose to react the way they did, and what they could do next time. It promotes discussion in a safe environment. This is then scanned on to CPOMS or referred to in the logged incident.
- The Head of Lower School is informed if a child's behaviour is continually disruptive. A record of discussions, actions and intervention that is put in place with the class teacher to improve the child's behaviour is recorded on CPOMS. Positive reward systems will be used whenever possible.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If there are incidents of general anti-social behaviour, the class teacher should discuss these with the whole class during 'circle time.'

Each class may also have its own classroom code. This code is agreed by the children; it may be displayed on the wall of the classroom and is discussed regularly.

The person responsible for behaviour management in the EYFS and Key Stage 1 is Mrs Sarah Belshaw, Head of the Lower School.

Safeguarding:

Staff should be aware that changes in behaviour or persistent behaviour issues may be a sign of:

- Abuse or neglect
- Mental health needs
- Special educational needs
- Difficulties at home

If staff have any concerns that a child's behaviour may be linked to safeguarding issues, they must speak to the Designated Safeguarding Lead (DSL) immediately and record their concerns on CPOMS.

SECTION C - KS2 REWARDS AND SANCTIONS

Rewards

- Verbal praise and encouragement.
- Written remarks about good work, the awarding of stickers, stars or house points, sending children to a nearby and appropriate teacher or Head/Deputy Head for praise.
- Awards and praise are given to children in recognition of good work, behaviour or any other aspect that deserves merit.
- A weekly recognition assembly recognises personal achievement. The children receive a 'Certificate of Recognition' and the award is publicly displayed in the hall. In each class, one child each week is chosen, but records are kept ensuring that every child is recognised at some point in the school year.
- During this assembly, the children who have been nominated by a member of staff that week for epitomising a school value are also celebrated, and a postcard is sent to the child's home celebrating their achievements as well as being invited for hot chocolate with the Headteacher. One child who has particularly demonstrated a value is chosen to wear a badge for the week to celebrate this.
- Each week in assembly, the school is also happy to acknowledge and celebrate the efforts and achievements of children outside of school.
- In assembly, children working with the Learning Support Unit staff may be awarded a teacher's certificate.
- The house system encourages group achievement and responsibility. House points can be given for good work, behaviour or any other aspect that deserves merit. These points are collated each week and the House Cup awarded at the end of the year. There are regular inter-house competitions.

- The work of every child is displayed to encourage pride in achievement and the reward for effort. By displaying work carefully and attractively, the teacher also conveys to the child that his/her efforts are valued and worthwhile.
- Children in Years 3 to 6 are involved in the School Council and two members from each year group are elected for the academic year. The School Council gives the children the opportunity to be involved in some decision making.

Sanctions

The rewards and sanctions for children in KS2 must always be appropriate for the age and stage of maturity of the child. To promote good behaviour, work must be appropriate and well planned according to the ability and needs of the child. When reprimanding a child, staff must not use public humiliation or ridicule.

- Inappropriate behaviour will be met with a non-verbal warning, e.g., a stern look.
- If the inappropriate behaviour continues, the teacher will follow the three-step strategy (see below). Good behaviour will be modelled.
- If the inappropriate behaviour continues after the verbal warning, the child will receive a second warning.
- Children should listen carefully to instructions in lessons. If they do not, the child may be asked to move to a place nearer the teacher, or to sit on his or her own.
- Children are expected to try their best in all activities. If a child demonstrably does not do so, he or she may be asked to redo a task.
- If a child is disruptive in class, the teacher should speak to him or her. If a child misbehaves repeatedly, the child may be isolated from the rest of the class until s/he calms down and is in a position again to work sensibly with others.
- The Deputy Head is informed if a child's behaviour is continually disruptive. A record of discussions, actions and interventions put in place with the class teacher to improve the child's behaviour is recorded on CPOMS. Positive reward systems will be used whenever possible.
- The Deputy Head must be informed for more serious incidents or if an incident has caused another child to be hurt. This is also recorded on CPOMS and further action may be taken in conjunction with the Head teacher. Parents will be informed when appropriate to do so.
- If a child repeatedly acts in a way that disrupts or upsets others, the Head will be informed and the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If there are incidents of general anti-social behaviour, the class teacher should discuss these with the whole class during 'circle time.'

Safeguarding:

Staff should be aware that changes in behaviour or persistent behaviour issues may be a sign of:

- Abuse or neglect
- Mental health needs
- Special educational needs
- Difficulties at home

If staff have any concerns that a child's behaviour may be linked to safeguarding issues, they must speak to the Designated Safeguarding Lead (DSL) immediately and record their concerns on CPOMS.

SECTION D - THREE-STEP TIER PROCESS FOR BEHAVIOUR

The entire school will follow a three-step process to ensure that there is consistency in all the classes. After trying to get the child back on task/focused with the usual teacher tools teachers will follow the three steps.

- Step 1 – speak to the child, explain what he/she is doing and why it is not the correct behaviour and guide him/her back on task/activity.
- Step 2 – speak to the child again, stating that you have already spoken to him/her about his behaviour and that should he/she persist there will be a consequence (the teacher might explain the consequence if they feel it is appropriate).
- Step 3 – speak to the child and let him/her know that you will need to speak to him after the lesson (or outside during the lesson, if appropriate). The consequence is very much determined on the infraction, the age of the child and the circumstance. This is down to the teacher's professional judgement.

On the third time of this cycle the child will be sent to a member of the SLT.

What happens when a child is sent to SLT:

If a child reaches Step 3 three times in one day/lesson/week [clarify timeframe], they will be sent to a member of the Senior Leadership Team (SLT).

The SLT member will:

- Speak with the child about their behaviour
- Contact parents if appropriate
- Record the incident on CPOMS
- Agree next steps with the class teacher (e.g., behaviour plan, further sanctions, involvement of parents)

Parents will be informed if:

- A child is sent to SLT three times in one week
- The behaviour is serious or persistent
- Further action is needed

The person responsible for behaviour management in the Upper School is Mrs Lucy Lees, Deputy Head.

SECTION D – THE HOUSE SYSTEM

The house system exists to provide an additional system for pastoral care of the pupils.

Aims and objectives

The system is based on the school's ethos and is designed to celebrate and acknowledge success in all aspects of school life. Both pupils and staff are members. The house system supports a sense of belonging and camaraderie, and links children from all age groups to a common theme and common goals.

The house system promotes:

- a sense of allegiance to the school and each other
- self-esteem, resilience and independence of individual children alongside working within a team to achieve common goals
- the value of having a common ethos to belong to
- the opportunity to develop children's leadership skills
- recognition of achievements beyond the classroom

Organisation

Prospect House has 4 houses, and each has an allocated colour:

- Dragon (green), Phoenix (yellow), Pegasus (red), Griffin (blue)
- Each house would have two house captains (one boy and one girl)

The children are placed in a house and remain in that house, with their siblings (where applicable), for the duration of their time at school. There may be various days throughout the year children can wear their house colours.

House Points

Pupils are awarded house points as part of the school's rewards system, and the system is viewed as a positive reinforcement for good work and behaviour. As such, the school policy is that once awarded, house points are never to be taken away. There are no 'demerits'. Any member of staff may award a house point.

House points are recorded and totalled on a regular basis (usually weekly); these results are announced in the Friday whole school assembly, displayed in the hall of the school and published in the Prospect Post. The winning house each week, and the children of that house, are recognised for their efforts and attainment.

House points can be awarded as positive reinforcement for any aspect of school life.

House points are also awarded during various school events, such as the annual Sports Day, where children can earn points for individual and team performances. There are also a number of inter-house competitions each year involving staff and children.

Events

Each half term, house competitions will be held to foster and strengthen the house identity.

promote inter-class relations - these could range from:

- Cross-country
- Chess competition
- Art competition
- Photography competition
- General knowledge quiz
- Singing competitions
- Quizzes
- Inter-house sports matches

House Assemblies

Throughout the year, there may be one house assembly where the children from each house gather together to build community in the group and hold inter house competitions and discussions.

The person responsible for the House system is Miss Jo Copsey, Head of Girls' Sport.

