

Behaviour, Rewards and Sanctions

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| Where available | Website, Staff Handbook |
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1 Ethos

Birkdale Prep is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We encourage all pupils to adopt the highest standards of behaviour, principles and moral standards. We expect all pupils and staff to accept responsibility for their behaviour and this policy guides staff to teach self-discipline, not blind compliance, in a consistent yet supportive approach rooted in kindness.

2 Policy Aims

- To ensure that excellent behaviour is a minimum expectation for all.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- Provide a consistent approach to behaviour management.
- To ensure all learners are treated fairly, show respect and promote good relationships.

3 Policy Aims

- Outline how pupils are expected to behave.
- Define what we consider to be unacceptable behaviour.
- Outline our systems for supporting pupils in developing their emotional intelligence.

- Outline our systems for acknowledging and recognising exemplary behaviour.

4 Pre-Prep and Prep Code of Conduct

We expect all pupils to be:

- **Ready:** turning up on time, trying hard, meeting deadlines and being interested, ensuring no learning time is ever wasted. Pupils take responsibility for their own actions.
- **Respectful:** We treat everyone with respect, dignity, and kindness. We listen attentively and use polite language.
- **Safe:** Display good walking at all times around school, play without force, work without criticism, support and report.

See Appendix A where pupils have written a breakdown of what this might look like at various times of the school day.

4 Supportive Discipline

4.1 Supportive Discipline when not following the Code of Conduct (Pre-Prep)

Learners are held responsible for their behaviour. Staff will use the following steps for dealing with poor conduct.

1. The child is given a warning and reminded of the expectations: e.g. 'We are respectful'
2. The child is asked to move seats close to the teacher to support their concentration.
3. If the behaviour persists, the child will miss some of their breaktime appropriate to their age. Following this they will be asked to reflect on the incident using the following questions:
 1. What has happened?
 2. Who feels harmed and why?
 3. What behaviours will each of us show next time?
 4. What needs to happen to put things right?

Staff will always deliver sanctions calmly. It is in nobody's interest to confront poor behaviour with anger. There is no corporal punishment at Birkdale School. For more serious breaches of discipline, pupils may be temporarily excluded for a specified period or, on rare occasions, permanently excluded.

Appendix B provides a breakdown of tiered behaviour that might warrant further sanction but please note this list is not exhaustive.

4.2 Supportive Discipline when not Ready, Respectful or Safe (Prep)

Learners are held responsible for their behaviour. Staff will use the following steps for dealing with poor conduct.

1. The child is given a warning and reminded of the expectations: Ready, Respectful, Safe (verbal or non-verbal).
2. The child is asked to move seats to prevent further distraction.
3. The child will be removed from the classroom (up to a period of 10 minutes) to prevent learning time lost for others and an opportunity to reflect on how they could change their behaviour. Work will then be caught up during break time if not completed. Staff to record on the A3 sheet in the staffroom at their earliest convenience. If a child is sent out of class twice within one day, they will attend a lunchtime detention. This will be recorded on the same A3 sheet in the staffroom. A member of the SMT will inform children if they are to attend a detention.
4. If after time out the behaviour persists, the child will attend a lunchtime detention* which provides a time for reflection and if warranted a phone call to parents will be made by the form tutor. If appropriate, a meeting involving all parties will be held to discuss further support or action needed.

During this detention, all pupils have a structured conversation with a member of staff and will complete a reflection proforma using the following steps:

1. What has happened?
2. Who feels harmed and why?
3. What behaviours will each of us show next time?
4. What needs to happen to put things right?
5. Write one thing you wish someone else had done differently.

5. At the discretion of the headteacher and in discussion with parents, the privilege of representing the school in sporting fixtures, trips, educational visits, quizzes or musical/drama events may be withdrawn.

*Lunchtime detention will be held between 1.05-1.25 in Room 2 (P1 form room). The duty rota will indicate the member of staff responsible for this each day. Proformas will be available in Room 2 and should be returned to the SMT office.

Staff will always deliver sanctions calmly. It is in nobody's interest to confront poor behaviour with anger. There is no corporal punishment at Birkdale School. For more serious breaches of discipline, pupils may be temporarily excluded for a specified period or, on rare occasions, permanently excluded.

Appendix C provides a breakdown of tiered behaviour that might warrant further sanction but please note this list is not exhaustive.

5 Acknowledging Exceptional Code of Conduct

5.1 Pre-Prep

Whilst we expect all children to demonstrate excellent behaviour, we want to acknowledge those that model an exceptional code of conduct. This is done in various ways.

- Praise in the classroom
- Praise in the assembly
- Child shows achievement to the Headteacher
- Praise is shared with Parents on 'seesaw'
- House points

- Stickers
- Wow work (Wonderfully Outstanding Work). This is also shared as part of the Roll of Honour during the whole school assembly.
- A gold (PP3), silver (PP2) or bronze (PP1) medal presented at the end of each academic year.

5.2 Prep

Whilst we expect all children to demonstrate excellent behaviour, we want to acknowledge those that model an exceptional code of conduct. This is done in various ways.

- Praise in the classroom
- House points (children receive badges when they reach specific totals)
- Postcard home
- Text Message home
- Special mention in School Prayers
- Peer special mention in School Prayers
- Work shown to the senior leadership team
- Prizes are awarded at the school's prize-giving at the end of the school year
- Academic work is acknowledged in the Roll of Honour that is read at whole school Prayers on Monday by the Head of Prep.

6 Uniform and Appearance

Pupils are expected to take pride in their appearance and to look clean and smart at all times at school and on their journeys to and from school, and at all times when in uniform. The same expectations exist on school business, for instance on trips or visits.

7 Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Birkdale 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.

8 Complaints

We very much hope that parents and pupils do not have any cause for complaint about the operation of our behaviour policy; but the School's Complaints Policy is available on the school website and can be sent to you on request.

9 Review and Development

9.1 Procedure

The implementation of this behaviour policy and the consistency of the giving of rewards and sanctions is reviewed regularly by:

1. Consultation with pupils in Form Time
2. Consultation with pupils via School Council meetings
3. Consultation with pupils via Prefect meetings (Prep only)
4. Use of anonymous reporting system (CPOMs)
5. Weekly staff meetings
6. SMT meetings

7. Weekly meetings between the Senior Management Team.
8. Annual Pupil, Parent and Staff surveys

This document, together with the effectiveness of it, is reviewed annually by the Policy Committee and Governing Board and as events or legislation change requires.

9.2 Links with other Documents

This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- Attendance Policy
- Complaints Policy and Procedures
- Exclusion Policy
- Parent Handbook (Prep School)
- Staff Code of Conduct

Appendix A: Suggestions of what it might look like to be 'READY, RESPECTFUL, SAFE' have come from the P1-P4 pupils. (September 2023)

READY

- We look towards the board.
- We keep our hands still.
- We make sure our ears are listening.
- We make sure we have our equipment on our desk- pencil case, ruler...
- We make sure we are on time for lessons.
- We stop, look and listen when someone else is talking.
- We complete our homework on time.
- We dress smartly.
- We try hard to answer questions.
- We try hard with our work.

RESPECTFUL

- We listen to everyone.
- We walk sensibly.
- We help others to get drinks at lunchtime.
- We give new children help.
- We are kind.
- We are happy for others.
- We hold doors open for other people.
- We forgive others.
- We show good sportsmanship.
- We say good morning to each other.
- We let others join in with our games.
- We encourage each other.

SAFE

- Look where we are going.
- We make sure we follow instructions.
- We look where we are going.
- We walk around school.
- We try to eat a healthy diet.
- We wash our hands.
- We tell someone if we hurt ourselves.

- We look after our friends.
- We play nicely with each other.
- We don't 'play fight'.
- We talk to someone when we are not happy.
- We try to speak calmly to each other if we are feeling upset.

Appendix B: Breakdown of Tiered Behaviour and Sanctions (Pre-Prep)

| | |
|---|---|
| Calling out during lesson Not following instructions Handling classroom equipment carelessly Not lining up sensibly Being boastful Hiding the truth Not giving their full attention to classroom tasks and distracting others | Warning given. |
| | Moved to sit near an adult. |
| | Reflection time given during play time. 5,6,7 minutes according to age. |
| Pushing others Hitting, Kicking and other negative physical behaviour Name calling | Warning given. Reflection time given during play time. 5,6,7 minutes according to age. |
| | Asked to create a picture/apology card during child's free choice time. |
| | Sent to Headteacher. Phone call to parents or meeting with parents. Time spent away from the class in matrons room or LS. Parents asked to collect their child for the remainder of the day. |

Appendix C: Breakdown of Tiered Behaviour and Sanctions (Prep)

The middle column explains what will happen and the column on the right gives more information as to the type of behaviour that requires escalation.

| | | |
|----------|--|---|
| Tier One | Warning in class. | Calling out, talking |
| | Moved places within the classroom. | Persistent disruptive behaviour |
| | Moved to another class/area for a period of time up to 10 minutes. | Must sincerely apologise or further escalate. Moved straight to here if rude to an adult. |
| Tier Two | Lunchtime detention. | Move straight to here if name calling or swearing. Move straight to here if a child has forgotten their games kit twice in 1 week. |
| | Conversation with Head or Deputy | Move straight to here if fighting. |
| | Phone call to parents or meeting with parents (opportunities to represent the school in outside events may be removed at this point) | Further action will be taken if improvement in behaviour is not seen. This will be discussed in a meeting held with all parties. |