



*"We aim to create a family atmosphere where each child is encouraged to develop their potential whilst becoming confident, responsible and independent members of our community".*

### 1 Aims and objectives

- 1.1 It is a primary aim of Micklefield that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy aims to promote an environment in which everyone feels happy, safe and secure so that we can live and work together harmoniously.
- 1.2 We have a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. Our aim is to work together with the common purpose of helping everyone to learn by means of promoting good relationships so that people can work together.
- 1.3 The school expects everyone to behave in a considerate way towards others and we use our **Golden Rules** as the basis for our behaviour whether child or adult;
  - We are kind and helpful
  - We are gentle
  - We are good listeners
  - We are hard working
  - We are honest
  - We are careful with property.
  - We treat each other as we would like to be treated.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way, taking into account our duties under the Equality Act 2010 and making reasonable adjustments for these pupils.

### 2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - Teachers congratulate children.
  - Teachers give children house points for good work or behaviour, or to acknowledge outstanding effort or acts of kindness about the school.
  - Each week, we have Awards Assemblies in Lower and Upper School where children can receive Awards for good behaviour, work or achievements connected with sport or hobbies. This reinforces good behaviour and raises self-esteem.

- Children who have produced excellent work or have displayed an improvement in behaviour are sent to any member of SMT for praise, stickers, certificates and house points, as appropriate.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Micklefield Messenger and school website contain information regarding children's achievement out of school, e.g. music or swimming certificates. Children in Year 6 record their achievements on the Pupil Profile in readiness for their Senior School interviews.
- 2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.
  - If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we send the child to the Headmaster.
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
  - If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The child who has been affected by the negative behaviour will be supported by staff who will work to mediate a satisfactory resolution.
  - In the Upper School, a yellow card can be given by the teacher concerned should the pupil's behaviour or work fall below the required standard expected of pupils at Micklefield. Yellow cards are returned to the Deputy Head. A red card is given when the pupil has been given two or more yellow cards within a half term. This red card will be shown to the Headmaster for possible further sanctions.
- 2.4 The class teacher discusses the Golden Rules with each class and these are also displayed in each classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class at an appropriate time.
- 2.5 The school does not tolerate bullying of any kind and our stance on bullying is made clear in our Anti Bullying policy. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Assemblies and PHSE lessons are used to reinforce this message and carpet time is used to address the issue with younger children.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 'Behaviour and Discipline in Schools – Advice for Headteachers and school staff - January 2016'. In our school, teachers do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger

of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children.

- 2.7 Corporal punishment is not used or threatened in our school. (cf School Standards and Framework Act 1998)

### **3 The role of the class teacher**

- 3.1 It is the responsibility of class teachers to ensure that the Golden Rules are used in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and maintains the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the parents are informed. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Head or Headmaster. If it is necessary a named person will be assigned to the child to be a support and to liaise with other members of staff. Repeated misbehaviour will be documented and passed to the Deputy Head and/or Headmaster to support further professional interventions, if necessary. This documentation will also be used to monitor any trends.
- 3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.6 The Headmaster will liaise with senior schools so that any child with a behavioural difficulty can be supported in making the transition to senior school.
- 3.7 The Lead Preparatory Teacher is the person responsible for overseeing this policy in Belton House. She will report unacceptable behaviour to SMT and deal with the matter in an age appropriate way for our youngest pupils.

### **4 The role of the Headmaster**

- 4.1 It is the responsibility of the Headmaster, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.
- 4.2 The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Headmaster keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour, including malicious accusations against staff. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **5 The role of parents**

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents are expected to read and sign for a Parent Handbook.

- 5.2 The school rules are explained in the school prospectus, and the school expects parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmaster. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented with the governing body.

## **6 The role of Governors**

- 6.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headmaster in adhering to these guidelines.
- 6.2 The Headmaster has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

## **7 Monitoring and review**

- 7.1 The Headmaster monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 7.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmaster records those incidents in which a child is sent to him/her on account of serious matters of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book in the office.
- 7.3 The Headmaster keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 7.4 The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives Recommendations on how the policy might be improved.

Mr R M Ardé  
Headmaster

Mrs J M Hamilton  
Chair of Governors

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