



# Promoting Good Behaviour Policy

## 1. Introduction

This policy sets out the School's aim to promote positive attitudes and good behaviour. The key message is that **every** pupil, irrespective of ethnic or religious background, appearance, sexuality or ability:

- can behave in an acceptable way
- has a right to learn and feel safe
- feels valued and respected
- is treated fairly and consistently

Essentially this policy aims to promote good behaviour, self-discipline and respect whilst clearly establishing the place of the School's rewards and sanctions:

- by ensuring that all members of our School community - pupils, staff, parents and Governors - understand their role in contributing to the creation of a stimulating, caring and secure environment where pupils are encouraged to realise their potential in all areas of school life
- by making clear the standards of behaviour and commitment that the School expects from pupils
- by encouraging pupils to adopt positive attitudes and values such as consideration, honesty and respect for others
- by setting out the means by which the School will acknowledge, praise and reward pupils when they reach these standards and thereby help them grow into responsible and independent members of the school community
- by giving a clear, easily understood framework in which pupils who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate school sanctions as appropriate

## 2. Fairfield's Golden Rule

The most important rule in our School is the Golden Rule, '**Always treat others as you would like to be treated**' and this is the rule we ask our pupils to live by to the best of their ability. In following our Golden Rule we expect our pupils to:

- always give of their best
- be honest and respectful at all times
- be kind and helpful
- look after all property
- promote the reputation of the School

Class and Subject Teachers adapt the above rules so that they are appropriate to the age of the pupils they teach. These rules are prominently displayed in each classroom and are revisited on a regular basis.

## 3. Promoting Good Behaviour

All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour. Our school provides many opportunities for pupils to succeed and to gain recognition. Praise, kind words and a show of approval are all used to encourage good conduct and thoughtfulness. The following list is not exhaustive

or exclusive but provides an indication of the ways in which pupils are praised and rewarded for good behaviour:

- sending good work to the Head of Year/Department for approval
- The Headmaster presents Kindergarten pupils 'Star of the Week' certificates for good behaviour and work
- individual excellence, effort or achievement, relative to the particular pupil, sent to the Headmaster/Deputy Head for the Book of Achievement
- awarding stickers for extra special work, effort, behaviour and politeness (Pre-Prep)
- Courtesy Cup. This is awarded monthly (in the Pre-Prep) in recognition of polite and courteous behaviour. All nominations receive a certificate
- Awarding house points for effort (Upper Prep)
- Celebrating success in Assemblies
- At the end of the year, at our annual Prize Giving academic prizes are awarded for academic achievement. There are also some individual subject prizes. Customarily four pupils in each class are awarded prizes for academic achievement or endeavour throughout the year in Years 3 to 6. All of our Year 6 pupils receive some form of award.
- PSHEE lessons, Circle Time and assembly times are all used to promote good behaviour and to discuss the school's Golden Rules.
- Fairfield's Golden Rule is displayed around the school and a weekly focus is also chosen and published in @ Fairfield.

### **Pre Prep and EYFS**

There are four faces clearly displayed in each classroom, superstar, happy, worried and sad, with the exception of Kindergarten which does not use the worried face. Every pupil begins each day with their name underneath the happy face which can be moved the superstar face at the teacher's discretion on a daily basis.

If a pupil receives a verbal warning for breaking a rule, their name will be moved from the happy face and placed underneath the worried face. If the pupil misbehaves again during the school day, their name will move underneath the sad face. On rare occasions, a pupil's name can be moved directly to the sad side of the board if their behaviour is deemed excessive or extreme.

In order to incentivise the pupils to behave appropriately over the course of the school day, they will be able to move their name back to the happy face by altering their behaviour in a positive manner. During the afternoon break any pupil who has their name on the sad side of the board will fill out a 'Think Sheet' and the pupil's parents will be informed.

Should this occur a third time during the week the Pre Prep Coordinator, who is the lead practitioner responsible for behaviour management, will meet with the pupil during an afternoon play session to discuss the incidents that have taken place and a plan will be produced for the way ahead.

Due to the age of our Kindergarten pupils, the sanction will be an immediate response such as being taken to a different activity or having 'Time Out'. Their Class or Subject Teacher (who placed their name underneath the sad face) will also verbalise as to why their actions were not acceptable.

At the end of each school day any names displayed underneath the sad or worried faces are moved back to the happy side so that the pupils start each day with a 'clean slate.'

When a pupil in Reception, Year 1 & 2 has completed a full week with their name under the happy face they will receive a special sticker/stamp on their personal reward chart. Over the course of the academic year, stickers and badges are also presented to pupils for achieving the following weekly totals on their reward chart:

4 weeks	Bronze sticker
8 weeks	Silver sticker
12 weeks	Gold sticker
16 weeks	Reward Badge

Cycle repeats

### Upper Prep

The House system is the mainstay of our behavioural code and is also used as the framework on which we hang our internal competitions e.g. music, general knowledge, sport etc.

Each pupil is placed in a House according to information provided on entry to the School, i.e. if a relative, no matter how distant, was a pupil at Fairfield Prep School, every effort is made to ensure the new pupil follows that family line.



Every pupil will have the opportunity to receive a House Point every time a pupil:

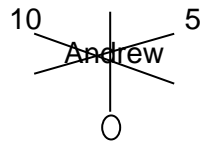
- demonstrates outstanding effort. A pupil will show considerable personal initiative, will seek to be fully involved in classroom activity, will be eager to reach and exceed objectives set and will look to opportunities provided in extension tasks.
- exhibits an excellent act of behaviour or kindness across **any** aspect of school life.
- reads at least three times a week at home.

House Points are totalled on a weekly basis so that each House is made aware of how they have performed. Furthermore, the Headmaster will conduct a raffle draw during the Upper Prep assembly, whereby a pupil from each House will be selected to spin the Fairfield Wheel of Fortune and receive a special treat.

The overall House results are also issued at the end of each term, with the house accruing the most House Points receiving the coveted House Cup.

Unfortunately, there may be times when a pupil in the Upper Prep displays inappropriate behaviour or attitude during lessons. If this is the case, then the following sanctions are taken:

Offence	Action
1 <sup>st</sup> v. any rule	display pupil's name on the whiteboard  Andrew
2 <sup>nd</sup> v. any rule	diagonal line through name - 5 minutes' playtime owed  
3 <sup>rd</sup> v. any rule	cross out name - 10 minutes' playtime owed  



At the end of each school day any names displayed on the whiteboard are erased so that the pupils start each day with a 'clean slate.'

For the first time the fourth stage has been reached the pupil is sent to their Head of Year who logs the incident and will decide on a suitable course of action. Parents will be informed and asked to contact the school to receive a report on the nature of the difficulty. If a pupil reaches the fourth stage for the second time, the pupil is sent to the Upper Prep Coordinator who logs the incident and will decide on a suitable course of action. Parents will be contacted regarding the nature of the difficulty. Consequently, if a pupil reaches the fourth stage for the third time within a half-term, the pupil is sent to the Pastoral Deputy Head who logs the incident and issues a Report Card to the pupil. The Pastoral Deputy Head will then contact the pupil's parents.

Report Cards are issued for unsatisfactory work or a significant behavioural issue and should be seen as the ultimate sanction. Any pupil who is placed on report for the third time during an academic year will face a period of 3 days fixed exclusion. Report Cards entail a check on aspects of the pupil's work, attitude and/or conduct on a daily basis. Only the Pastoral Deputy Head (or the Headmaster) can put a pupil on report for a maximum of two weeks at a time.

The Report Card has to be presented to the pupil's Class Teacher at the end of the School Day so that either praise can be given or discussions can be held and improvement strategies determined. The pupil will also meet with the Pastoral Deputy Head at the end of the school week to go through the report. The Pastoral Deputy Head will also speak with the parents to close off the report period, or to discuss future strategies to be deployed if the pupil has not made satisfactory behavioural improvement.

Pupils with on-going behavioural difficulties will be supported by their class teacher and also the Upper Prep Coordinator and the Pastoral Deputy Head who will meet with the pupil and discuss with them appropriate strategies to improve their behaviour and for dealing with the issues and events they find difficult.

### **Beyond the Classroom**

Unfortunately, there may be times when a pupil displays inappropriate behaviour or attitude outside of timetabled lessons, for example lunchtime, playtime, during an assembly, school trips, fixtures, travelling to and from school and when wearing school uniform. Any inappropriate behaviour will be dealt with by the supervising member of staff who will report the incident to the pupil's teacher and to the Head of Year if deemed necessary.

Appropriate consideration will be given to the needs of pupils, either as a cohort or with specific behavioural difficulties and as such sanctions will be modified as deemed appropriate by the Deputy Head/Headmaster.

A pupil may be issued a Report Card or deprived of their free time during the School Day if it is deemed necessary. Privileges may also be withdrawn for a fixed period of time e.g. attending a school trip/residential trip or representing the School at a sporting/musical event.

### **Fixed-Term and Permanent Exclusions**

Only the Headmaster (or the Deputy Head) has the power to exclude a pupil from school. The Headmaster may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headmaster may also exclude a pupil permanently. It is also possible

for the Headmaster to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmaster excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headmaster must comply with this ruling.

### **Physical Intervention**

Whilst very rarely used members of staff may, in relation to any pupil at the school, use such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following in the school context:

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school

A record of any physical intervention will be kept and parents will be notified the same day.

### **Corporal Punishment**

Corporal punishment is illegal and is not used or threatened by anyone who works at Fairfield Prep School.

### **Conclusion**

In all matters of conduct and behaviour the staff are committed to providing a safe stable and caring environment for all of our pupils. The staff seek the co-operation of parents in seeing that their pupil follows this behaviour policy throughout their Prep School career. We are further committed to a sense of fairness by making it clear to pupils and their parents what is acceptable and what is unacceptable, what is allowed and what is not allowed.

It should also be noted that the school reserves the right to bypass elements of the behaviour policy, depending on the severity of the issue and the professional judgement of the staff dealing with the situation. In all cases, reasonable and proportionate action will be instigated.

We hope you find this document informative and a useful basis for building an important aspect of your pupil's development at our school.

Updated      March 2021