



## FULHAM PREP

### GOOD BEHAVIOUR POLICY

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The Management of Fulham Prep School expects the School to be a place where all individuals, adults and pupils alike, are respected and their individuality valued; where pupils are encouraged to achieve and self-discipline is promoted; where good behaviour is the norm, the aims of the School are understood, supported and applied by all and rewards and sanctions are applied fairly and consistently.

This Behaviour Policy seeks to promote common expectations regarding the standards of behaviour throughout the school, and provide mutual support for staff. We seek to create an environment which encourages and reinforces good behaviour through a mixture of high expectations, clear policy and procedures, mutual respect between pupils and between staff and pupils. The policy is available to all parents via the school web-site or hard copies by request to the office. Pupils discuss the behaviour policy annually with staff.

#### ***Other related policies***

Anti-Bullying  
Discipline and Exclusion  
Pastoral Care Policy  
Equal Opportunities  
Special Educational Needs and Disability Policies

#### **AIMS**

- To provide a secure and stimulating learning environment.
- To help pupils to recognise their own value and enhance their self-esteem.
- To promote the values of courtesy, co-operation and consideration, three core values which the school bases its principles on.
- To develop the personal qualities of initiative, independence, self-motivation and responsibility.
  - To define acceptable standards of behaviour
  - To encourage consistency of response to both positive and negative behaviour
  - To ensure that the school's expectations and strategies are widely known and understood
  - To give pupils an equal opportunity to develop, according to their ability and talents,
  - To achieve their full potential.

- To encourage the relationship with parents in fulfilling the aims of the school.
- To prepare pupils for life as independent adults with a clear sense of their responsibilities towards their communities and society in general.
- To establish a secure environment in which all pupils can be free from bullying and intimidation
- To ensure staff receive appropriate training in managing the behaviour of pupils
- To be able to understand the role of and need for discipline as a positive part of school life.

## **EXPECTATIONS FOR BEHAVIOUR**

Fulham Prep School has three main principles which pupils are expected to adhere; courtesy, consideration and commitment.

### ***Types of Behaviour***

Pupils arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and we will monitor progress for those with problems. We also remember that circumstances outside of school may affect pupils' behaviour in school. We work towards standards of behaviour based on honesty, respect, consideration and responsibility. Acceptable standards of behaviour reflect these principles.

Some pupils may require additional consideration when implementing the behaviour policy. These are pupils with Special Educational Needs (SEN) or Disabilities and other groups defined by Ofsted as 'at risk' within the education system, such as minority ethnic and faith groups and pupils who need support to learn English as an additional language (EAL). Pupils in these groups may at some point require the school to take account of their individual needs and circumstances when applying the school's Behaviour Policy

### ***Pupils should:***

- Show respect for all individuals within the school community, pupils, adults and visitors. They should respect the race, religion and culture of others and understand that everyone has an equal value and equal rights.
- Value each others' opinions, speak and act courteously and treat each other as we would want to be treated.
- Respect all personal property.
- Show respect for the school working environment, both inside and outside the classroom.
- Try always to think before acting or speaking as our actions and words could affect or hurt others.
- Take responsibility for tidiness of form rooms and areas immediately outside.
- Attend school in correct uniform and on time.
- Attend class with all necessary equipment for lessons.
- Support and encourage fellow pupils to fulfil their potential.
- Value effort and achievement in all areas of college life.
- Apply all above to outside visits.

Examples of unacceptable behaviour are set out below.

### ***Unacceptable Behaviour***

- Rudeness and aggression
- Answering back
- Eye-rolling whilst being addressed by a teacher

- Fighting or physical attacks of any kind
- Swearing, racist or sexist remarks, name calling
- Threatening behaviour, bullying
- Telling lies
- Stealing or damaging property
- Leaving the class or school without permission
- Behaviour which is offensive or disrespectful to others e.g. spitting

Good behaviour will be recognised whenever possible and actively encouraged through class management and application of reward systems. Unacceptable behaviour will be discouraged through the same routes and by the application of sanctions.

Rewards and sanctions will be applied consistently throughout the school.

In encouraging good behaviour adults aim to;

- emphasise the importance of being valued as an individual within the group
- promote respect, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness and understanding of the needs of others
- show appreciation of everyone's efforts and contributions
- encourage children to take responsibility for their own actions.
- set examples of high standards of behaviour.
- praise good behaviour
- treat all children fairly and with respect.
- raise pupil's self-esteem and develop their full potential
- provide a challenging, interesting and relevant curriculum that maintains pupils' interest.
- Create a safe and pleasant environment, physically and emotionally

We encourage parents to;

- make their children aware of appropriate behaviour in all situations.
- encourage independence and self-discipline.
- an interest in all that their child does in school.
- support the school in the implementation of this policy.
- be aware of the school guidelines and expectations.
- give a firm framework for social education.
- be available should the school need to discuss aspects of their child's behaviour.

## **STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR**

### ***Classroom Management***

To encourage positive behaviour staff will provide a good role model to pupils and employ a variety of strategies in the classroom.

These could include:

- Making the class rules and expectations clear to the pupils.
- Using positive and specific praise for appropriate behaviour.
- Encouraging pupils to be responsible for their own behaviour.

- Recognising good social behaviour and rewarding appropriately.
- Minimising the potential for disruption.
- Being aware of race and gender issues in their responses to pupils' behaviour,
- Respecting cultural differences, and avoiding stereotypes.
- Being sensitive to pupils' individual needs in a learning or social context.
- Being alert to bullying behaviour.

We aim to ensure that rules;

- be kept to a necessary minimum
- be positively stated, telling the pupils what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

### **Reward Systems**

Our emphasis is on rewards to reinforce positive and appropriate performance and behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. We reward positive and appropriate behaviour and performance in the following ways

- Verbal Praise** – given by staff in class, playground, assembly, around school.
- Individual Praise by Senior Members of Staff** - pupils are also sent to HOY/Senior Pastoral Masters / Deputy Head /Head
- House points** - there are four houses: Bishops, Crabtree, Hurlingham and Peterborough. Every child can gain points for their house. At the Prep School these are rewarded as Green Cards. They are logged onto PASS and a record is kept. Weekly updates are made to all staff so that they can see who has been awarded Green Cards. Form teachers are also encouraged to let parents know if a child has been awarded one.
- Merit Certificates** - these are awarded, in assembly, once a term to pupils for outstanding effort/behaviour/achievement. Form teachers also give one certificate that relates to pastoral care.
- Individual/Class achievement charts** – these may be set-up by teachers for their form/subject class to encourage better behaviour/standards of work.
- Citizenship Awards** – awarded to individual pupils for their contribution to school Life (Prep only).
- Three C's Award (Consideration / Commitment / Courtesy )** – These are awarded once a term, in assembly to those pupils who show these values in their attitude and conduct at school.
- Positions of Responsibility** – these are used as a way of praising those who behave in a consistently good manner. In Prep-Prep 4 House captians are appointed and rotated every half-term.
- Stickers** – are given by adults within the school, reinforcing positive behaviour and work.
- 'Star of the Week'** – A child in every Year 3 and 4 class is awarded ' **Star of the Week**' once a week.
- 'Congratulation Board'** – to recognise successes both within the school and outside the school where a child has achieved something of note.
- 'Unsung Heroes'** – certain year groups have an unsung hero in each class, as voted by their peers.

## **SANCTIONS FOR DISCOURAGING UNACCEPTABLE BEHAVIOUR**

Unacceptable behaviour will lead to the following sequence of events. In certain cases, some or all of the steps in the sequence may be bypassed, depending on the severity of the behaviour and/or the location of the behaviour in question. All staff and pupils need to be aware of the order of events. Pupils must always be clear that their actions will have consequences for themselves and others and understand why a sanction is being used.

### **Pre-Prep**

### **Prep**

1. Verbal warning given.
2. For low level disruption a child will be warned and asked to change their behaviour. The teacher will make a note on PASS as a Pastoral Concern.
3. Further verbal warning and child is told they will be given a yellow card by a teacher.
4. The pupil takes the yellow card to their HOY. The HOY will liaise with their respective Senior Master and form teacher as to how the matter will be dealt with.
5. Any child who has received two Yellow Cards within a period of 5 school days will be considered for detention. This will be decided upon by the teachers involved and HOY. Parents are informed. The detention could be lunchtime with the HOY or afterschool with a Senior Master or Deputy Head.

### **Corporal Punishment**

Corporal punishment is prohibited for all pupils. This includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. This also includes all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

## **STRATEGIES TO MODIFY UNACCEPTABLE BEHAVIOUR**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour should it occur. In an environment where respect is central, loss of respect or disapproval is a powerful sanction. Our use of fair sanctions is characterized by certain features:-

- It is made clear why the sanction is being applied.
- It is made clear what changes in behaviour are required to avoid future sanctions.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is punished.

Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action to deal with the problem. Any further disciplinary action required will be discussed with the parents.

Our procedure;

1. Parents may be asked into school to discuss their child's behaviour and to monitor with form teacher ( in liaison with the HOY )
2. If unacceptable behaviour persists, the form teacher should discuss with HOY, Senior Master, Deputy Head and SENCO, where appropriate. It will be appropriate to inform and work with parents.
3. Child could be sent to work under the supervision of the HOY or Senior Masters
4. The Head will be advised of any issues relating to individuals through the regular meetings with the Senior Masters. Parents may then be invited into school to discuss their child's behaviour with the Head.
5. A formal report system may be used on a daily basis. Targets would be negotiated with the child and parents and a time limit would be set and rewards agreed on.

Sanctions and strategies may have to be changed or modified to cover unexpected behaviour or situations e.g. on a school visit.

### ***Personal, Social and Health Education (PSHE)***

The PSHE curriculum includes work on self esteem, building self confidence, exploring and valuing diversity, reinforcing positive behaviour. Philosophy (in Years 4 to 6) forms a part of the school curriculum and has a high priority within the structure of the school week.

- PSHE and philosophy encourages pupils to co-operate with each other and to value others.
- All children will be treated as equals in all lessons, including in PSHE.
- Staff and pupils have opportunity to praise and also to discuss issues which arise as part of the school week.
- Staff and pupils are able respond to issues that arise and identify strategies that can be used.eg in classes pupils design class rules; posters of pupil suggestions of good behaviour are displayed.

### ***Extra-curricular Activities***

For extra-curricular activities the same rules apply as in the classroom. Persistent misbehaviour will result in the pupil not being allowed to join in with the activity.

### ***Exclusions from school***

Only the Head can exclude a pupil. Recommendations for exclusion can only be made by a Head of Year or the Pastoral Masters. (Year Group Coordinators at the Pre-Prep) The chair of the Board of Governors will always be consulted. Pupils may be excluded for one or more fixed periods or permanently.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional "one-off" offence has been committed.

Parents are entitled to appeal to the Board of Governors of Fulham Prep School against any permanent exclusion.

## **EXPECTATIONS FOR AN EFFECTIVE LEARNING ENVIRONMENT**

Fulham Prep School strives for excellence for all of its pupils. In order to attain the most effective learning environment, teachers need to demand consistently high standards of behaviour both in and out of the classroom. Emphasis should be placed on achieving a calm, orderly, positive atmosphere in which enthusiasm and motivation for learning can be generated and fostered. The pervading expectation by the teacher should be that a positive effort will be made by pupils to understand the work in hand and the good progress to be made.

Below is an outline for recommended good teaching practice.

### ***Before the lesson***

An orderly start to a lesson includes the way that pupils come into the classroom.

- Pupils should line up outside the classroom as directed by the teacher.
- Pupils should enter quietly, in an orderly fashion.
- Pupils should stand in silence behind their seats and sit down when asked by the teacher.

### ***The start of the lesson***

- The lesson should start smoothly and promptly and encourage a positive attitude to learning.
- There should be a clear, formal beginning to each lesson. Resources should be ready, prepared in advance.
- Teachers should ensure that all pupils are paying attention.
- There should be a clear, precise introduction to the day's topic, unless initial uncertainty is being used deliberately.
- It is important that teachers should keep pupils engaged at all times.
- Clear guidance and directions should be given concerning what is expected of pupils during the day's class or activity.
- A regular 'routine' should be established so that it is clear to pupils what is expected from them (the giving out books; how to obtain attention from the teacher; what to do when they have finished a task, etc).
- Teachers should operate a formal seating plan based on their knowledge of student behaviour.

### ***During the lesson***

- Teachers should reinforce details of what they are teaching by using the board (by noting vocabulary to help spelling and increase familiarity with specialist language, to put headings etc.)
- Teachers should make demands on pupils to speak clearly, audibly and at a good pace. Instructions should be broken down and not given all at once.
- Teachers must ensure that there are appropriate tasks available for pupils to do during any time that may arise when a student finishes a piece of work, before others finish. The presentation of pupils' work should be given high priority;

pupils should be encouraged to check their work for mistakes; they should be reminded to read texts carefully and take more responsibility for their own learning.

- Teachers should ensure that pupils are engaged with the learning process and amend accordingly. Particular consideration should be given to the pacing of the lesson.
- Teachers should look for opportunities to praise pupils for their work and for their positive approach to the learning process.
- Pupils should use the toilet at break and lunchtime and should not leave lessons unless necessary.

### ***The plenary session***

- Teachers should ensure that, by the end of the lesson, homework has been written down from the board, has been clearly understood by pupils and has been written down in diary planners.
- The teacher should return to the learning intention of the lesson and remind the pupils of the progress that has been made during the lesson. The teacher should also point to the next stage in the learning process.
- There should be a clear, positive ending to the lesson.

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## APPENDIX ONE

# The Green Card

### **GREEN CARD**

The FPS Green Card is the new House Point. These should be given for something '**out of the ordinary**'.

eg

- An excellent piece of work for that child.
- Showing great courtesy to others over a period piece of time.
- Showing commendable consideration to a fellow pupil who is upset/ hurt
- Being very helpful and packing away musical instruments after a concert.

A teacher will fill out the green card out and give it to the child.

The child takes it and shows it to their form teacher.

~~The child will then post it into their house box / envelope that is placed around the school.~~



These will be counted at the end of each week. Green card winners will be sent out to all staff on a weekly basis on Friday Mornings.

**The teacher who has given the green card originally needs to make a record of the achievement in pass. (This needs to be done as soon as possible for the system to work)**

This can be done by going into Event Entry by Pupil → Search Pupil → Event Type → Awards → Green card → Add a description and make some brief notes of the event. Please include your name as the teacher and date your entry.

Green card winners will be sent out to all staff on a weekly basis on Friday Mornings

This information should be used in a number of proactive ways.

- See which children have obtained green cards.
- Parents can be e mailed, especially those children who do not often get recognised or who are successful.
- Which children are missing out on being recognised – and perhaps why is this the case?

## APPENDIX TWO

# Yellow Card

**A yellow card** can be given to a pupil for serious misbehaviour.

This may include:

- Abusive language.
- Persistent rudeness and not listening to an instruction from a teacher.
- Abuse of school property / stealing
- Fighting or Physically attacking another child

The yellow card will need to be filled out by the teacher who has given the card. The pupil will take the card to their Head of Year. The HOY will liaise with their respective Senior Master and form teacher as to how the matter will be dealt with.

For a child to receive a Yellow Card it has to be a serious offence and will only be given

as a last resort.

**The teacher who gives the yellow card needs to make a record in PASS.**

This can be done by going into Event Entry by Pupil → Search Pupil → Event Type → Pastoral Concerns → Discipline Book → Add a description and make some brief notes of the event. Please also include your name and make sure you have the correct date on the tab. Please backdate on the tab if needs be.

If you issue a yellow card please also inform their form teacher and HOY either by speaking to them or e mailing them.

Any child who has received two Yellow Cards within a period of five school days ( ie 2 yellow cards ) will be considered for detention during the lunch break or after school. The decision is made by the HOY in liaison with the Senior Master and Deputy Head

( Note: Missing homework is NOT a yellow card offence )