



## **SYCAMORE HALL PREPARATORY SCHOOL LIST OF SCHOOL**

### **RULES**

School rules are aimed to ensure that each day is happy, organised and productive. These are the main rules for pupils to follow:-

1. Pupils should be punctual to registration and lessons. Late marks will be given for pupils arriving after 9.00 a.m. If you arrive late please go to the front door so as not to disrupt lessons.
2. Full school uniform to be worn at all times unless prior notice has been given to the contrary.
3. School regulations regarding appearance apply during school hours and travelling to and from school.
4. School caps and hats must be worn on the journey to and from school and on any occasion where children leave the school premises, such as swimming. Children who do not comply with this rule will be grounded for a day.
5. Long hair to be tied back at all times.
6. No jewellery, other than stud earrings, to be worn in school except in special circumstances.
7. No nail varnish to be worn at school.
8. Chewing gum is forbidden anywhere on the school premises.
9. Trainers for games lessons to be plain white or white and navy.
10. Swimming costumes to be black or navy.

11. Outdoor shoes must not be worn in the classroom.
12. All homework must be completed and handed in on time. Children not complying with this rule without a parental note of explanation will be grounded for one day.
13. Children are not allowed to stay in at playtime without the permission of a teacher.

## **SYCAMORE HALL PREPARATORY SCHOOL POLICY ON BEHAVIOUR**

We make every effort to provide a safe, caring environment, where the children have the security of knowing they are respected and valued as individuals.

We are committed to creating the conditions for a calm, orderly community where consideration, tolerance and mutual respect are paramount. We believe these values are critical in creating a positive, encouraging atmosphere where effective teaching and learning can take place. This depends on close co-operation and support, a clear structure of expected standards of work and behaviour and a fair, consistent approach.

All children need firm, consistent boundaries within which they can operate. They will inevitably test these boundaries, but it is important that a value system is upheld which supports children and enables them to develop responsibility and come to their own judgements.

Self-discipline, is, we believe, the best form of discipline and we seek to develop and foster this in the children from the moment they start school.

We recognise the importance of a close home/school partnership and involve parents in the management of children' behaviour wherever possible.

### **Aims**

We aim to:-

1. Develop and maintain an agreed framework for discipline which emphasises praise and a positive approach, is clearly understood by all and is consistently applied.
2. Provide a relevant, interesting and stimulating curriculum which is appropriately differentiated and maintains a high level of motivation.
3. Use appropriate teaching methods which encourage self-motivation, self-discipline and self-esteem, give opportunity for co-operation and build on achievement and success.
4. Foster a school ethos which values the contributions of all staff and pupils and encourages the building of good relationships.
5. Involve parents in the behaviour policy of the school and to ensure adequate and prompt communication with them on matters of mutual concern.

## **OBJECTIVES**

Through a consistent approach to behaviour management, our objectives are that:-

1. Children should:

Learn to understand what good behaviour means.

Learn to respect themselves and to show courtesy and respect to other children, adults and animals.

Learn to show care, consideration and tolerance towards others. Develop confidence and self-esteem.

Learn the value of friendship.

Become self-motivated and work hard to achieve their full potential. Show self discipline and a sense of responsibility.

Feel valued, happy and secure.

2. Teachers should:

Be able to teach effectively with few behaviour problems. Be able to meet the needs of all children.

Involve parents in a positive way.

Offer support to each other.

Develop professionally.

3. Parents should:

Feel confident that their children are growing personally, socially and academically. Know that their children will receive support if they need it.

Feel welcome in school in the knowledge that they can discuss their children' progress or any problem in a positive, supportive atmosphere.

**BEHAVIOUR WE DO NOT TOLERATE INCLUDES THE FOLLOWING**

Bullying

Physical and verbal abuse

Swearing

Name calling/teasing

Fighting

Disobedience

Damage/stealing of property and equipment

## **POLICY IN PRACTICE**

### Teaching and Learning Approaches

We can take positive steps to encourage good behaviour and minimise the conditions for children to misbehave in the following ways:-

1. By creating a pleasant, relaxed but purposeful atmosphere in the classroom, where children are respected, expected to show respect in return, and have a clear idea of our expectations.
2. By emphasising and building on success. All children seek approval, and praise and encouragement are far more effective than criticism and punishment. We aim to develop self-esteem by showing children that we value their efforts and achievements. A child who has a low sense of worth or feels a failure is more likely to behave in an unacceptable way.
3. By encouraging the development of self-confidence. Allowing the children to make small decisions for themselves from an early age, and gradually allowing them to take more responsibility for their own actions, enables them to become more aware of, and confident in, their own abilities.
4. By showing the children that we take pride in the school and value their contributions. The way we organise the classrooms and the quality of the displays around the school are evidence of this. We can only expect the children to care for, and show a pride in their surroundings if we set correct examples.
5. By organising our classrooms in an orderly way. Materials used by the children should be tidily and conveniently stored and easily accessible. We can then encourage independence by allowing children to choose and get their own materials where possible (with the minimum of fuss) and insist on thorough tidying away afterwards. Poor classroom organisation can create confusion and aimlessness in the children which can often lead to bad behaviour.
6. By providing carefully planned activities which are interesting, stimulating and appropriately differentiated. A child is less likely to misbehave. Boredom and lack of direction may lead to bad behaviour.
7. By always showing consistency of approach. Children are more likely to accept a code of behaviour if it is clearly understood and consistently and fairly applied.
8. By making every effort to foster good relationships and emphasising the importance of courtesy, thoughtfulness, honesty, kindness and loyalty. These attitudes need reinforcing all the time.
9. By ensuring appropriate supervision of children at all times, i.e. In the classroom or school grounds. Children need to be aware of this supervision and the reasons for it.
10. By giving the children increasing responsibility as they develop and mature, showing them that we trust them and value their opinions and individual contributions to the school community.

## **RULES, REWARDS AND SANCTIONS**

### Classroom Behaviour

In order to fulfil our aims and objectives, we have developed a clear code of conduct based upon a balanced combination of rewards and sanctions.

It is important that everyone in school clearly understands what acceptable behaviour is and what is not, and that unacceptable behaviour is dealt with in a consistent way.

Behaviour is considered to be inappropriate if it hinders a teacher from teaching or children from learning.

In order to promote high standards of behaviour, we, as teachers, need to be clear about our expectations in the classroom and ensure that these are clearly communicated to the children.

It is important that classroom rules are unambiguous, kept to a minimum, clearly understood by the children and in effect at all times.

It is also important that we focus our attention on positively recognising good behaviour in order to clearly communicate our expectations to the children. By praising children as they work hard and follow rules we are reinforcing the attitudes and behaviour patterns we value.

Children also need clear boundaries. Consistent use of positive recognition will help motivate children to behave well, but there are times when children test these boundaries and choose inappropriate behaviour. They have to learn that unacceptable behaviour carries real consequences.

Through a clear and consistently applied framework for discipline, we should teach children to choose behaviour which is socially acceptable and beneficial to them and the rest of the class.

## **CLASSROOM CODE OF CONDUCT**

Classroom rules should be fully discussed with the children. They need to fully understand them and the reason for them. They should be agreed by the class and displayed in the classroom.

Rules may vary slightly in wording according to the age of the children but it has been agreed that they are based on the following:-

- (i) Follow instructions.
- (ii) Keep hands, feet and objects to yourself.
- (iii) Always be kind to others.

### **Positive Recognition**

We believe that good behaviour should be recognised in the following ways:-

1. Verbal praise.
2. Encouraging wider recognition of particular effort by:-
  - sending child to another class with work
  - extra recognition in assemblies.
3. Extra responsibilities, e.g taking messages.
4. Sending child to Head for extra praise.
5. Award Endeavour Cup for pupil who has worked extra hard and for good behaviour.

### **Consequences**

We have agreed to apply the following sanctions in cases of misbehaviour

First Time	Verbal warning/name recorded
Second Time	Grounded one break time
Third Time	Grounded all day
Fourth Time	Referral to Headteacher Name in behaviour book
Fifth Time	Referral to Headteacher Parents contacted to discuss ways to improve behaviour

In very serious cases, advice may be sought from the Education Welfare Officer or the School Psychological Service.



## **PLAYGROUND CODE OF CONDUCT**

Children need to be equally clear about what is expected of them in the playground.

The children are encouraged to always consider other children in the playground.

The children should have a thorough understanding of the following:-

- (i) They should play in the designated areas.
- (ii) They should not come back into school unless permission is given by a teacher.
- (iii) They should observe the procedure for when the bell rings.

Failure to observe these rules (e.g. Running onto garden area) should be interpreted as not following instructions.

As in the classroom, we reinforce good behaviour wherever possible by praise and positive recognition. However, we have agreed in the following sanctions to be applied in cases of misbehaviour.

First time      Verbal warning/name recorded

Second Time    Grounded for one break

Third Time     Grounded all day

Fourth Time    Referral to Head/name in behaviour book

Fifth Time      Referral to Head/Parents contacted.

It is important that the children receive the same messages from all members of staff and that rules and standards are consistently applied.