



# MERCHANT TAYLORS'

## Prep

### BEHAVIOUR FOR LEARNING POLICY (B4L)

#### Introduction

Merchant Taylors' Prep seeks to create an environment which encourages and reinforces behaviour for learning. It is acknowledged that society expects good behaviour as an important outcome of the educational process. The school encourages good behaviour through a mixture of high expectations, clear policy and procedures and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

All members of the school community need to be aware of and agree with the expectations of behaviour. This is to be achieved through staff induction, discussions at staff meetings and communication with parents through Parental Handbooks, Tutorials and Information Meetings. This policy is available to all parents via the parent portal on the school web-site or hard copies by request to the Office. All staff access the policy via the staff intranet. Pupils discuss the behaviour policy annually with staff.

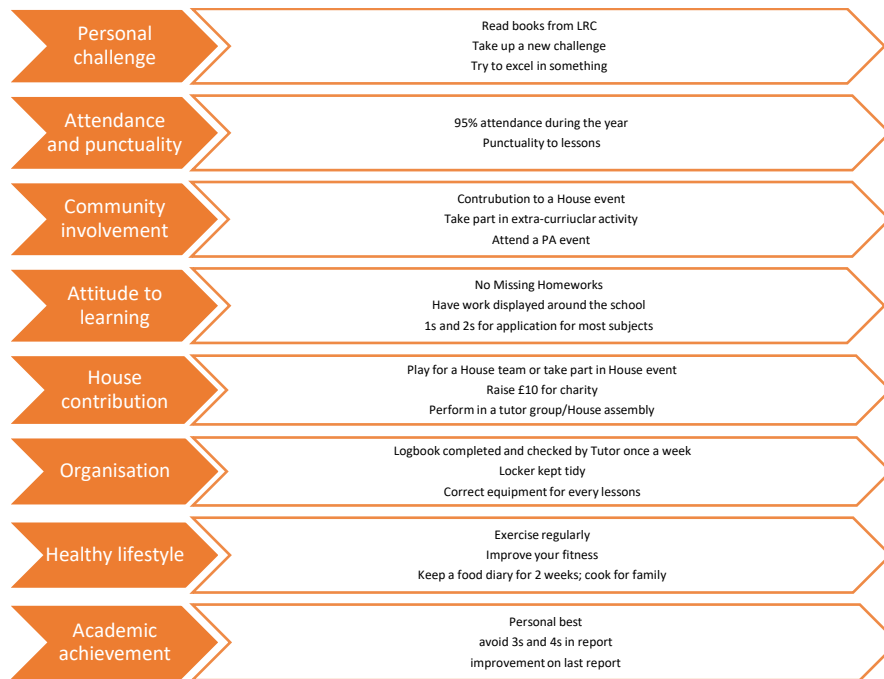
This policy should be read together with the school's Anti-bullying Policy, Pastoral Care Policy, Equal Opportunities, Special Educational Needs and Disability Policies. It applies to the Early Years [EY] (including Wrap-Around Care), the Pre-Prep department and the Prep department of Merchant Taylors' Prep.

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#### Aims

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- Aims to ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- Seeks to ensure staff receive appropriate training in managing the behaviour of pupils

## Pathway to Success



## Standards of Behaviour

The school plays a central role in the pupils' social and moral development. The pupils bring to school a variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

There are, however, in accordance with the Equality Act 2010, pupils whose needs or circumstances must be taken into account when implementing the School's Behaviour for Learning Policy. These are pupils with Special Educational Needs or Disabilities (SEND) and other groups defined by Ofsted as 'at risk' within the education system, such as minority ethnic and faith groups, pupils who need support to learn English as an additional language (EAL), sick children, children from families under stress and looked after children.

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 for Learning Policy. For example: a pupil on the autistic spectrum who makes personal comments about an adult's appearance may not have the social skills to understand such that such comments can be hurtful. An appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the pupil's Section Head or the SENDICO so that the appropriate action can be taken to help the pupil understand why the response was inappropriate rather than applying a standard sanction. The Pastoral Committee seeks to ensure that the staff is made aware of any pupils who require special consideration or are in this 'at risk' group as defined by Ofsted.

## School Ethos

The School's ethos statement is central to these principles.

*We aim to be a "Christian, caring environment in which each pupil is valued for himself, in which each is given an opportunity of full development, and in which all concerned, pupils, staff and governors, strive for excellence".*

Adults have an important responsibility to model high standards of behaviour, both in interaction with pupils and with each other, as this has an important influence on pupils.

As adults we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of others
- Seeks to ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

'Being a Caring Member of the Community' is part of the Well Being and Pastoral Care system in Prep department. It is a set of guidelines designed to help pupils enjoy and benefit from their life at school and to grow into good citizens. (*Appendix 1*)

## The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour. Lessons should have clear learning objectives and learning dispositions stated, be understood by the pupils and differentiated to meet the needs of the pupils. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that the pupils' efforts are valued and that progress matters.

## Classroom Management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, access to resources and classroom display all have a bearing on the way pupils behave. Furniture should be arranged where possible to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. The classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the pupils to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Where possible, criticism should be impersonal and constructive, and takes place without other pupils hearing.

## Rules and Procedures

(In addition, please refer to the Fair Rules for Prep department *Appendix 3* and the Manor & Pre-Prep department Fair Rules documents *Appendix 3*.)

Rules and procedures are designed to make clear to the pupils how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- kept to a necessary minimum
- positively stated, telling the pupils what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- consistently applied and enforced
- promote the idea that every member of the school has responsibility for the whole

Our 'Fair Rules' are central to behaviour for learning at Merchant Taylors' Prep. This code of behaviour was devised by the pupils in discussion with staff at School Council.

Privilege Time (Y3-8) and Golden Time (Y1-Y2) are important facets of our Behaviour Policy. 'Word of the Week' and assemblies give opportunities for encouraging good behaviour and encouraging good citizenship. Policies for Privilege/Golden Time and guidelines are also included in this policy document (*Appendix 2*).

Staff make use of assemblies, tutor times and induction sessions to prepare pupils to understand the expectations of behaviour required at key transition times e.g. from EYFS to KS1 and when transferring to Prep department.

## Rewards

Our emphasis is on rewards to reinforce positive and appropriate performance and behaviour. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

In addition to praise, we reward positive and appropriate behaviour and performance:

Prep department:

- House points lead to Merit/Double Merit badges.
- The award of an extra House point each week for boys who do not lose any minutes or miss any homework deadlines.
- Mention of commendable achievements and effort in assemblies and pupil reports.
- A 'Zero Minute' certificate is given in the termly assembly to any boys who have not lost a minute all term.
- Boys who do not miss a single homework deadline all term are celebrated as 'Homework Heroes' in the end of term assembly and an email is sent home to parents to celebrate this achievement.

Pre-Prep department:

- Merit stickers
- Certificates
- Mention of commendable achievements and effort in assemblies and home communication.

Cups and Certificates are awarded at both Year 2 and Year 8 leaver celebrations.

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour.

The use of fair sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions at Merchant Taylors' Prep range from expressions of disapproval and loss of privilege minutes to minus marks, yellow and red cards. Ultimately and in the last resort, internal exclusion for a fixed period or external exclusion for a fixed period or permanently could take place. (Please refer to the school's 'Exclusion' Policy).

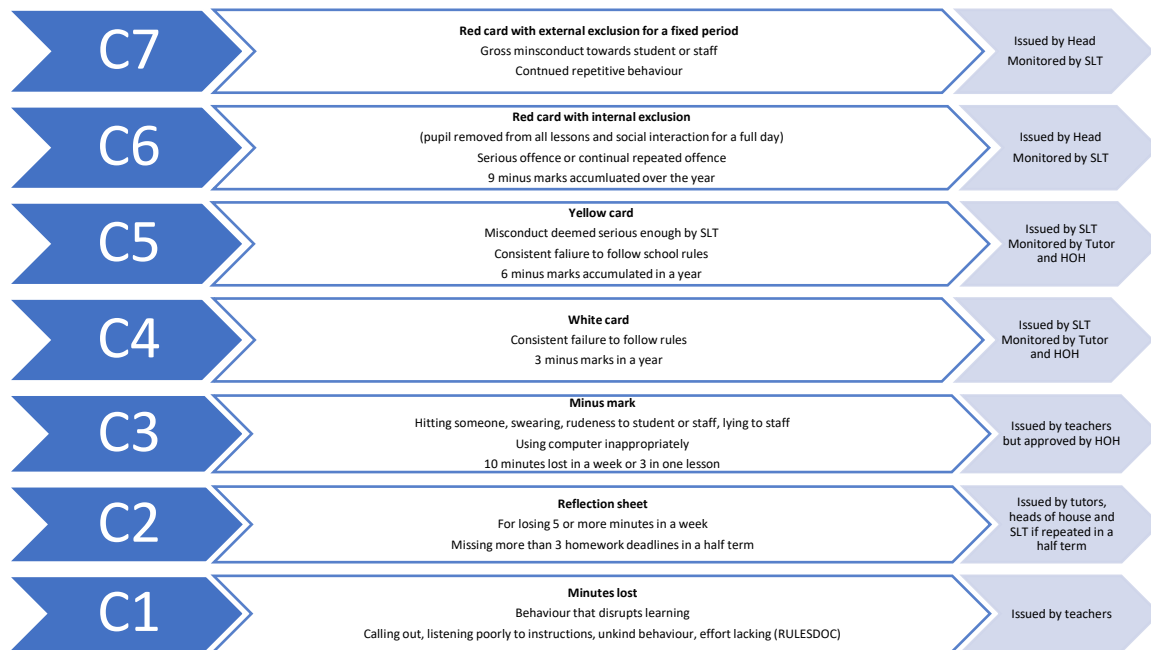
Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence and this is monitored by SLT. In the rare instances where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom management, and whole school procedures should take place to eliminate these as contributory factors. Parents would be kept fully informed and additional specialist help and advice from an educational psychologist or child guidance service may be necessary.

## 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, and also includes the threat of corporal punishment. The prohibition applies to all members of staff. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Teachers may use 'physical intervention', to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). See– Restraint Policy in *Appendix 5 of Safeguarding Policy*.

## Consequence Ladder

A seven step Consequence Ladder has been devised to meet the needs of the pupils, staff and parents.



- Privilege Minute
- Reflection sheet for losing 5 minutes in a week or 3 homework deadlines in a half term.
- Minus Mark
- White Card
- Yellow Card
- Red Card
- Head's Intervention

The aim is to encourage positive behaviour and self-discipline. Any pupil whose name is on the Behaviour Plan at the end of term will remain on the Plan the following term. At the end of the academic year, all names will be removed. The Head reserves the right to waive the Consequence Ladder procedures when it is felt this is in the best interest of the school or the pupil concerned.

In addition to the yearly Behaviour Plan, the school maintains a Sanctions Record of all stages of the Consequence Ladder. This is monitored by the Senior Deputy Head, who will take action if appropriate, for example, in cases of serious misbehaviour or if a pattern of bullying emerges.

## Missing Homework Sanction for Y5 to Y8

Our Fair Rules state 'Use time wisely'. Part of these expectations are to ensure that homework is completed and handed in on time.

- In Year 5, to acknowledge the increased homework schedule, the boys get one warning per teacher before a sanction is given (just in the Autumn Term).
- After 3 sanctions in a half-term, an email is sent to the Tutor and Co-Tutor(s) to initiate further pupil support, filling in a reflection sheet to identify the problem.
- After 5 homeworks missed in a half-term, an email is sent to parents from the Assistant Head (Academic).
- If 10 homework deadlines are missed in one term, the Assistant Head (Academic) will meet the parents; and the pupil will go on a monitoring card.

## **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the Tutor who has the initial responsibility for the pupil's welfare.

Early warning of concerns should be communicated to the Pastoral Committee so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

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 within this policy using the support systems described above. Any further disciplinary action required will be discussed with the parents, as well as discussing the possible involvement of outside agencies.

**Reviewed: Sept 2023 (SLT)**  
**Date of next review: Sept 2024**

## **Appendix 1:**

### **BEING A CARING MEMBER OF THE SCHOOL COMMUNITY**

We have set down some guidelines to help you enjoy and benefit from your life at the school, and to grow into good citizens. We hope that, by observing these guidelines, you will develop self-discipline and self-confidence, and an awareness of your important role within the community. We want you to learn to live and work with others in a spirit of co-operation and friendship.

- ❖ The Guidelines are firmly based on Christian principles but are relevant to all faiths and communities.
- ❖ Find the good in the world, learn from it and add to it.
- ❖ Never be too proud or too frightened to ask for help. Nobody can achieve their full potential by themselves.
- ❖ In all your efforts to be good and successful, let there be laughter and fun as well. A sense of humour helps you to cope with the ups and downs of life.
  1. Show respect for all members of the community.
  2. Take pride in the school, and care for its grounds and buildings.
  3. Look after property.
  4. Be honest and worthy of people's trust.
  5. Go out of your way to be polite, kind and helpful
  6. Take pride in your appearance
  7. Show determination when life gets difficult
  8. Tackle everything cheerfully and with enthusiasm
  9. Learn to work purposefully with others as part of a team
  10. Set yourself ever higher targets and standards, and work hard to achieve them.
  11. Learn from your mistakes, and accept criticism with good grace.
  12. Make the most of opportunities and enjoy life.

#### **❖ Show respect for all members of the community**

In your dealings with people of all ages and backgrounds, be respectful. In other words, have regard for their feelings. Take care to say and do nothing that will upset people. Be courteous and co-operative in the presence of adults. Be sympathetic to the needs of those younger or less able than yourself

#### **❖ Take pride in the School and care for its grounds and buildings**

Be proud of Merchant Taylors' Prep. Do all you can to keep the school grounds and buildings looking smart. Do not deliberately cause damage. Pick up litter.

#### **❖ Look after property**

Look after your belongings properly. Be responsible for them, and keep them tidy. Treat other people's property (and the school's) with equal care.



### ❖ **Be honest and worthy of people's trust**

You should be absolutely honest at all times. A community cannot operate smoothly or happily if its members cannot be trusted to tell the truth.

### ❖ **Go out of your way to be polite, kind and helpful**

Always be polite. There can never be an excuse for bad manners or rudeness. Kindness and helpfulness are essential in a community. We all need people to help us when we are unhappy or homesick or hurt; or when we have lost things, are facing new situations, or need a helping hand. By being a friend to others, you will make friends who will help you in return.

### ❖ **Take pride in your appearance.**

Your appearance says much about your character, so don't give a bad impression. Do your best to be clean, tidy and smart. Take care with your personal hygiene, which is important for good health. Walk upright, hold your head high, and be proud to be who you are.

### ❖ **Show determination when life gets difficult**

There will be occasions when you find that life is difficult. Don't give in, but fight hard to cope with, and overcome, your problems. Discuss them with others (at home and at school), and don't be afraid to ask an adult for help.

### ❖ **Tackle everything cheerfully and with enthusiasm**

Always be ready with a smile, it makes everyone feel happier. However bad things may sometimes seem, there are others who have even less to be cheerful about. You will get more out of life, and achieve better results, if a task is approached with enthusiasm and a smile. Even if it is boring, do not begrudge the time it takes to do a job well and with cheerfulness.

## **Appendix 2:**

### **GOLDEN TIME:**

#### **Pre-Prep department: Year 1 to Year 2**

##### **Aims and Objectives:**

Golden Time is part of the school's incentive and sanctions system. It is a regular slot of free time, usually 30 minutes, during which pupils can choose a 'special' activity. This 'golden' time is seen as a reward for upholding our Fair Rules and Classroom Codes of Conduct.

It also provides a safe framework as it demonstrates to children that there are immediate consequences for unacceptable behaviour.

Clear negotiated sanctions are an essential requisite of positive classroom management. It is very important that all staff – teachers, assistants, kitchen staff, grounds staff and office staff draw upon the same range of incentives and sanctions and are visibly seen by the children to uphold and support each other's decisions.

Parents are informed of the incentives and sanctions so that they can congratulate successes and discuss sanctions given, with their children.

##### **Organisation of Golden Time:**

- Golden Time activities are provided by the teacher each week
- Every time a child displays undesirable behaviour a verbal warning is given.
- If the child repeats this or any other undesirable behaviour he loses a minute of Golden Time. This is recorded on the class Golden Time sheet. This happens throughout the week. There is a maximum of 25 minutes to be lost. The last 5 minutes is never taken away. The enjoyment of the Golden Time during this 5 minutes acts as an incentive not to lose minutes in the future.
- In the case of Subject Teacher lessons, the Subject Teacher informs the Form Teacher if and when pupils lose Golden Time. This is done by liaising directly with the Form Teacher who records it on the Form sheet.
- Assistants and other adults in the school should also liaise directly with the Form Teacher if a pupil has lost a minute.

##### **The Golden Time Session:**

- Just before the Golden Time session, activities are arranged. When the activities start, children not taking part, will sit silently on the chairs.
- A stop watch or timer is used to inform the children when they can join in the session.
- All children join in for the last 5 minutes

## **PREP DEPARTMENT PRIVILEGE TIME (Year 3 - Year 8):**

### **Aims and Objectives:**

Privilege Time is part of the school's incentive and sanctions system. It is a regular slot of free time, usually 30 minutes, during which pupils can choose a 'special' activity. This 'privilege' time is a reward for upholding our Fair Rules and Codes of Conduct. It also provides a safe framework as it demonstrates to children that there are immediate consequences for unacceptable behaviour.

Clear negotiated sanctions are an essential requisite of positive classroom management. It is very important that all staff – teachers, assistants, kitchen staff, grounds staff and office staff draw upon the same range of incentives and sanctions and are visibly seen by the children to uphold and support each other's decisions.

Parents are informed of the incentives and sanctions so that they can congratulate successes and discuss sanctions given, with their children.

### **Organisation of Privilege Time:**

- If a child acts inappropriately he loses a minute of Privilege Time. This is recorded on the class Privilege Time sheet. This happens throughout the week. Ten minutes lost in a week is equivalent to a Minus Mark and parents are informed. Tutors can refer to

Key letters for offences:

<b>Running</b>	recorded as	R on the year grid
<b>Unkindness</b>	recorded as	U on the year grid
<b>Listening</b> lacking	recorded as	L on the year grid
<b>Effort</b> lacking	recorded as	E on the year grid
<b>Shirt</b> out etc.	recorded as	S on the year grid
<b>Disturbing or</b> disrupting others	recorded as	D on the year grid
<b>Organisation</b> lacking	recorded as	O on the year grid
<b>Calling Out</b>	recorded as	C on the year grid

Boys also lose a Minute for running (**R**) in school and poor standards of dress, for instance one's shirt being untucked (**S**). Coding informs the Tutor(s) so that they know why subject teachers have taken away a child's Privilege Time. This helps to give an overall picture of the child's behaviour.

**Reward:** A child who manages to keep a clean sheet for the week receives a House Point. If they manage a term without a minute, they receive a special award and a mention in the Whole School assembly.

### **The Privilege Time Session:**

- Just before the Privilege Time session, pupils will gather as a year group
- When the activities start, children not taking part, will sit or stand silently
- A stop watch or timer is used to inform the children when they can join in the session.



## **APPENDIX 3: The Manor, Pre-Prep & Prep department 'Fair Rules':**

### **THE MANOR FAIR RULES**

We will always:

- Look
- Listen
- Walk
- Use kind hands
- Say kind words
- Have good manners

### **PRE-PREP DEPARTMENT FAIR RULES**

RULES KEEP US SAFE AND HAPPY

- Try your best to be your best
- Look after the school and everything in it
- Speak kindly to each other
- Think about the feelings of others
- Always tell the truth
- Remember your manners
- Do what the teacher tells you
- Keep your hands and feet to yourselves
- Share and take turns
- Always walk around the school

### **PREP DEPARTMENT FAIR RULES**

Prep department Fair Rules have been agreed in consultation with the boys.  
They form the basis of Behaviour for Learning and Fair Consequences:

Respect people and property  
Use your time wisely  
Listen carefully, speak truthfully  
Ensure you do your best  
Stay safe