

# Farrowdale House

INDEPENDENT PREPARATORY SCHOOL

**Proprietors:**  
Ms S. Hall & Miss Z. Campbell  
**Head Teacher:**  
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## Behaviour Policy

This policy applies to the whole school including the EYFS

This policy has been written with regard to the non-statutory advice Behaviour and Discipline in schools (2016)

Within the school and during playtimes, a high standard of behaviour is expected at all times. The children are encouraged to be courteous, to show respect and have consideration for others and their belongings, to be helpful and kind and to play sensibly and carefully in the playground.

We emphasise and reward good behaviour and so help each child to develop a sense of responsibility for his or her conduct.

### How we encourage good behaviour

- Explain the behaviour we wish to see
- Have high expectations
- Verbal praise
- House/Dojo points are given for good behaviour, good work, helpfulness, consideration and co-operation
- Recognise and highlight good behaviour as it occurs
- Encourage the children to be responsible for their behaviour
- Ensure that all children are praised for behaving well
- Reward both individuals and groups for behaving well
- Be constructive not destructive in your criticism

### Rewards Procedures

- Verbal praise from staff
- Send children with examples of good work to Head teacher
- Award house points/ Dojo points for any child exhibiting good behaviour
- Being given special responsibilities e.g. class monitor
- Weekly merit awards given out in Friday's Merit Assembly
- Bronze, Silver and Gold Certificates – gained through merits (5 Bronze, 10 Silver, 15 Gold)
- Golden Time

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- Awards Assembly/ Head teacher's award
- Class Targets/Rewards

## Consequences

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A behaviour policy should state these boundaries clearly and firmly.

Minor breaches of discipline are dealt with by all staff, in a caring, supportive and fair manner, having regard to the age of the child. With regard to the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs/disabilities and support systems are put in place.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. It is important to:

- Be consistent at all times
- Give effective reprimands and reminders of appropriate behaviour
- Remove Dojo points
- Set extra work if classroom time is being wasted
- Time-out to reflect
- Loss of Playtime
- Refer the child to the Head Teacher
- Contact the child's parents via the Head Teacher to discuss ways of improving behaviour

In class each individual teacher will have their own way to indicate to a pupil when their behaviour needs amending. This process will be made clear to all pupils, and they will be given an opportunity to correct their behaviour before there are any consequences. Once pupils have been given sufficient warning then Dojo points will be removed. If the behaviour continues then the Headteacher will be informed.

## MAJOR BREACHES OF DISCIPLINE

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class. Farrowdale House School has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school. Disciplinary action would also be taken against pupils who are found to have made malicious accusations against staff.

This type of behaviour is very rare at Farrowdale, and it is the duty of the Headteacher to deal with it promptly, particularly if the problem persists.

## PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE:

- An oral warning by the Headteacher concerning future conduct.
- Withdrawal from the classroom for the rest of the day.
- A telephone call to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the proprietor
- A case conference with parents.
- Permanent exclusion, after consultation with the proprietor.
- All major breaches of discipline and the related sanctions will be recorded in the discipline file in

Headteachers office.

- Referral to outside agencies

### **INTERVENTION:**

If a child attacks another child or adult violently, and refuses to calm down, then physical restraint is necessary. The child is removed and taken to the Headteacher who contacts the child's parents. (see *Reasonable Force Policy*)

- The situation is discussed with the Headteacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

### **PARENTS:**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending parents' evenings and parents' functions and developing informal contacts with school helps to reinforce their support for the policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### **Managing pupil transition**

When our Year 6 children move on to secondary school, the Year 6 and Year 7 teachers will liaise together to discuss relevant information that needs to be passed on. We aim to make the transition to secondary school as smooth as possible for the children. Sometimes it may be necessary for the SENCo to participate in the discussions when it involves children with ASD or behavioural difficulties. The Proprietor will forward on the children's records. The records will contain the child's reports, target letters and a pupil progress chart of attainment.

We have zero exclusions on record. If severe behaviour requires an exclusion; we will follow procedures above.

This policy is to be reviewed annually, or before if necessary.

Signed: S.Hall  
Z.Campbell

Date: March 2022