



# TOWN CLOSE SCHOOL

NORWICH'S FINEST PREP SCHOOL • FOR GIRLS & BOYS • 3-13 YEARS

## POLICY FOR BEHAVIOUR MANAGEMENT v1.5 (applies to all Town Close pupils)

### INTRODUCTION

*Definition: Behaviour includes personal standards, self-discipline, manners, politeness, respect, pride, conduct and attitude (within and beyond the classroom).  
Guidance: Behaviour and discipline in schools (DFE Feb 2014)*

Town Close School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

A positive behaviour policy is adopted throughout the School i.e. we reward and reinforce the behaviour we wish to encourage. We recognise that learning potential is increased through providing a structured and orderly environment, with equal opportunity and self-discipline as priorities. Teaching staff reward a child's good/desirable behaviour with praise and /or by rewarding them with a sticker or token. School rules are kept to a minimum and are designed for the safety and well-being of the children.

Town Close School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, equipped to take his or her place in the modern world. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender, gender orientation or physical disability.

The School community of governors, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. Town Close School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School's Rules and Regulations.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Behavioural expectations are laid out in the School's Code of Conduct, called "**The Town Close Way**". The bare bones of the Code were developed by pupils and staff together.

Our aim at Town Close is that everyone:

**Cares for our school**  
**Acts positively, honestly and tries their best**  
**Respects others in what they say and do**  
**Enjoys and celebrates achievements**  
**Supports others when they need help**

Whilst it is vitally important that a consistent whole-school behaviour policy is adopted at all times, it is recognised that the spread of ages at Town Close School necessitates the need for some variation in its application.

## **INVOLVEMENT OF PUPILS**

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, (e.g. via the School Council, which meets regularly).

## **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and guardians who accept a place for their child at Town Close School undertake to uphold the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Staff are vigilant about controlling behaviour to ensure that play time is safe, and make every attempt to eradicate anti-social or undesirable behaviour. The general ethos, organisation and curriculum of the School support this approach. Parents are asked to bring any concerns they have about their child to the attention of the class teachers (Nursery – Year 4) or tutors (Year 5 to Year 8) in the first instance and to the Pre Prep Head (Mrs Harries) or Prep Deputy Head (Mr Woods) if appropriate. Direct referrals to the Headmaster should be reserved for only very serious cases.

## **ABSENCE**

We will always telephone the home on the morning of the first day of an unexplained absence in order to ascertain the reason for the child's non-attendance. This will then need to be followed up in writing by parents.

## **TEACHING AND LEARNING**

Town Close School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

## **COMPLAINTS**

We aim to deal with any queries or concerns as quickly and effectively as possible. In the event of a complaint, we have a complaints procedure which can be viewed on our website or can be sent out on request.

## **REWARDS AND SANCTIONS**

Throughout the School, behaviour management starts with the Town Close Way. Staff members are expected to be good role-models to pupils and to highlight good examples demonstrated by children in their care. The principles underpinning behaviour management apply throughout the School, though rewards and sanctions are always applied in a manner that is age and stage appropriate. Our procedures are regularly reviewed and updated by teachers and communicated with all staff.

### **Nursery**

For our youngest children, much time is spent in teaching the children the core skills needed in order to be able to follow our School Code effectively as they move through the school. This is a crucial time in their development and our staff are committed to helping children learn to share, to use good manners and to take turns. They are rewarded with lots of praise but also spoken to about any behaviour which may cause upset to other children. Beginning to develop a sense of empathy is something we work on regularly; it is a powerful tool and an important part of learning to live alongside one another.

### **Reception to Year 2**

We reward good behaviour and positive attitudes to learning in a variety of ways. Whilst teachers naturally have variations in style, we aim to ensure consistency in our approach to positive discipline and behaviour management. Every child from Reception to Year 2 is allocated a Bird Family. The four Bird Families are the Avocets, the Barn Owls, the Peregrines and the Kingfishers. The Bird Families meet

once a week and have a planned programme for personal, social and emotional development activities. The children are rewarded for kind acts, consideration for others and good manners with bird tokens throughout the week. These are collected for a Bird family assembly on Fridays when the token totals are revealed. Having high expectations of the children in terms of their behaviour is an important part of this. Topics of an emotive nature are explored in assemblies, circle times and Bird Family meetings, in order to help children understand how to behave or manage themselves in certain situations as well as to understand the impact of their actions on others. Children also begin to learn that there are consequences to their actions/behaviour and that they can begin to think and choose their reactions.

'Top Birds' (similar to House Captains) from Year 2 are democratically elected by their peers in Reception to Year 2 at the beginning of each half term, following hustings in which children explain why they would make a good Top Bird. After a short probationary period, Top Birds are presented with a badge of their bird and a certificate which outlines their duties and acts as a commitment to undertake them to the best of their abilities. In the rare circumstance that the Top Bird is unable to fulfil these expectations, they will be asked to stand down and another Top Bird elected.

### **Year 3 to Year 8**

A positive behaviour policy is adopted to reward and reinforce the behaviour we wish to encourage. The main reward system in place in the Prep department is through the ACE system. Pupils acquire stickers for their positive contributions in Academic (silver), Community (orange) and Extra-Curricular (pink) areas. An outstanding contribution may result in a pupil being awarded a Headmaster's Commendation. Pupils' names are read out in Assembly and they are then given a certificate and a gold sticker, worth three normal stickers, by the Headmaster. Weekly totals are recorded on iSAMS by class teachers in Years 3 and 4 and by tutors in Years 5 to 8. All the totals are collated by the Deputy Head (Mr Coulthart), with the highest scorers in each year group announced by the Headmaster in assembly. Pupils are divided into four Houses, Barton, Filby, Ranworth and Upton, and each week the winning House is also announced and awarded a certificate in assembly. The totals combine for a termly and annual competition. In addition, Attitude to Learning grades are recorded for pupils in all their curriculum subjects and reported formally to parents five times each year. Teachers indicate if pupils have met the published expectations, gone above them or fallen below.

Children are helped to understand how to behave and manage themselves in certain situations and to appreciate the impact of their actions on others. This is done through Headmaster's and teachers' assemblies, circle time (Years 3&4) or tutor group meetings (Years 5-8), House meetings and PSHE lessons. As pupils move through the Prep Department, they develop a much clearer understanding that there are consequences to their behaviour and that they have the power to think about and choose their reactions. High expectations of behaviour go hand in hand with high expectation of pupils' manners to each other and adults and high standards of personal presentation and organisation. School rules are kept to a minimum and are mainly concerned with the safety of the children as they grow older and have increasing freedom to move around the site by themselves (See Appendix (i) – **Prep Department Rules**).

Older pupils contribute to running the School and upholding positive behaviour by undertaking a range of supervisory duties alongside staff, for example organising the lunch queue and helping to facilitate Pre Prep play. Every pupil in Year 8 is asked to contribute to these leadership duties and a number are nominated by staff to take on specific responsibilities such as becoming a Head of House or prefect. In addition, pupils elect class representatives to sit on the School Council and the whole school then elects the chair. Elections use the alternative vote system to encourage candidates with broad appeal. In the rare circumstance that a pupil is unable to fulfil the expectations of their post, they will be asked to stand down and another pupil nominated/elected. The School Council helps to draft policies that apply to pupils, for example the Town Close Way and the Homework Policy, in consultation with their peers. This means that pupils are invested in the expectations of the School.

## **SANCTIONS**

In cases where children are unable to follow the Town Close Way, we have a clear, straightforward process to follow. This system is communicated to the children through assemblies, Bird Family or House meetings and in class/tutor groups.

Most behavioural concerns can be dealt with informally by staff speaking to children about expected behaviour and guiding them appropriately both in and out of the classroom. This may include giving a pupil a minor sanction such as undertaking a small job. No records are kept of informal conversations such as these.

In cases where unacceptable behaviour is either persistent or more serious, there is a formal process for all children in order to help them to appreciate the consequences of their actions and protect other children from disruption to their learning or play.

Pupils are told what behaviour is expected and clearly warned that if they are unable to meet this expectation, they will be excluded from the activity/lesson/break in which they are participating and may also receive another sanction. If no further action is required, a record of the formal warning is kept by entering this onto the School's MIS (iSAMS).

If the warning is not heeded, pupils are excluded from the activity/lesson/break for the remainder of time left and looked after appropriately elsewhere. They may also be given a further sanction, such as an act of community service, missing a future activity/break or serving a detention (Prep pupils). A record is kept by entering this onto the School's MIS (iSAMS). In cases of serious wrong-doing, pupils go straight to this step and may be referred directly to a senior staff member.

Class teachers/tutors receive notification of behavioural records for their pupils. Senior staff monitor these records and will follow up further with pupils and their parents if particular patterns emerge. In cases of persistent or serious wrong-doing, further action may be necessary as laid out in the **Pupils' Disciplinary Code**.

If a pattern of unacceptable behaviour suggests bullying of any pupil(s) by other pupil(s) this is highlighted in the record and monitored separately as set out in the School's **Anti-bullying Policy**.

## **Use of Physical Intervention**

Occasionally a child's behaviour may become so disruptive or dangerous that a member of staff will need to use physical intervention to avoid further serious disruption or avert an immediate danger to him/herself, property, another member of staff or another child. A written record will be kept of any such intervention as part of the record of the incident on the School's MIS (iSams). In such circumstances, parents/guardians will be informed on the same day or as soon as is reasonably possible. Staff are regularly trained in how to intervene safely in such circumstances.

In no circumstances are staff allowed to threaten or use corporal punishment or threaten or use any punishment which could adversely affect a child's well-being.

*Last Reviewed March 2020  
Next Review March 2021*

## PREP DEPARTMENT RULES

### **Prep department:**

**All pupils are expected to conduct themselves with courtesy or common sense while at the School.**

- Play areas are the Dearnaley Playground, the Newmarket Road Playground, the Front Lawn, the grass area next to the Sports Hall and the woodland area. The bounds at the Newmarket Road side of the School are clearly marked with a white line on the trees, and by ropes on the Ipswich Road side.
- Pupils are not allowed outside the playground area towards the front drive without direct staff permission.
- Pupils may only leave the School premises during school hours with permission, and after signing out in the front office.
- The swimming pool, sports hall, Read Hall, DT room and science lab are all out of bounds to all pupils, unless a teacher is present.
- No pupil is allowed in the music room or art room without permission.
- All pupils should show respect for the school environment, especially trees and flower beds.
- Soft ball games only are allowed in the Dearnaley Playground.
- Pupils must be outside during morning break unless the weather prevents this.
- Extra work done during the lunch break should be done quietly in the Library and not in the form rooms. Children must have prior permission from a member of staff, before doing any work.
- No articles may be bought, sold or exchanged at school without direct staff supervision.
- The throwing of stones, sticks or any other missiles is strictly forbidden. Knives, chewing gum, electronic equipment, game boys etc. must not be brought to school.
- Pupils should not bring any food, drink or sweets to school. All food, including biscuits at break time, should be eaten in the dining room.
- Prep children may bring a commercially baked and labelled cake into school if it is their birthday. The cake must be taken to the kitchen, where it will remain until eaten at break/lunchtime.
- Pupils may wear trainers during break times, but **must** wear them when playing ball games or when playing on any of the grass areas during the lunch break.
- Any mobile phones or other electronic device brought to school, must be left at the front office during school hours.

## ANTI-BULLYING POLICY

### What is bullying?

Bullying is the wilful, conscious desire to harm, threaten or frighten someone - it can be a physical or verbal attack. Any pushing, kicking, threatening, teasing or name-calling which happens repeatedly to make a child feel hurt, frightened and/or lonely is bullying. Racial or overtly sexual remarks may well be bullying as are comments about a disability. One off incidents will be responded to via our Behaviour Policy. In recent years cyber bullying has become prevalent via social media websites, text messages or photographs on mobile phones and email. Given the differing nature of cyber bullying, one off incidents will be treated as bullying.

### Policy Statement

Although Town Close enjoys a happy and friendly atmosphere, there will be occasions when children are unhappy as a result of the behaviour of others. It is the School's policy that behaviour which causes distress to another person, whether intentional or thoughtless, may be regarded as bullying and is not acceptable. The seriousness of bullying must not be underestimated because it can lead to psychological damage and even suicide.

### Aims

- To encourage all pupils to respect one another.
- To ensure that all victims of bullying are aware of the support available to them, i.e. class teacher / tutor.
- To provide support for the bully, also a victim, as we seek to modify his/her behaviour.
- To outline a variety of courses of action so that the School's response is appropriate to each separate incident, e.g. no blame policy.
- To structure the procedure in such a way that everyone knows what to do when an incident occurs.
- To ensure that everyone knows bullying is unacceptable at Town Close.
- To raise staff awareness so that the risk of bullying can be reduced.
- To raise children's awareness through the PSHE programme, assemblies etc.

### General Statement

Cases of bullying come to light in numerous ways but, in all instances, children and/or parents are encouraged to report the matter to a person in authority. This could be a member of staff, a prefect, or a House Captain. As far as possible, such a report will be treated as confidential.

On becoming aware of a bullying incident, a member of staff should intervene immediately to ensure the protection of the victim. Records of any bullying incident should be made using the School's MIS (iSAMS) and selecting the bullying option. These records are carefully monitored by the Deputy Head (KP) for Prep Department pupils and the Head of Pre Prep for Pre Prep Department pupils. Thereafter,

immediate consultation should take place with one of the Deputy Heads or the Head of Pre Prep to decide the appropriate response. It is very difficult to lay down appropriate sanctions because every case of bullying is different. Sanctions can range from a simple apology through to the Pupils' Disciplinary code being applied with expulsion in extreme cases. On occasions, a no blame policy may be appropriate, especially at the first sign of a problem.

If disciplinary action is required, then this may be administered by senior staff while, in extreme cases, the pupils and their parents will see the Headmaster, who will then decide on appropriate action. In all cases a record should be made of the incident on the School's MIS to enable patterns to be identified.

### **Help, Support and Counselling will be given to both the victim and the bullies:**

Victims are supported in some or all of the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher or another adult of their choice, and bring a friend for support
- By informing their parents / guardians
- By offering continuing support

Bullies are helped in some or all of the following ways:

- By talking about what happened to discover why they became involved
- By informing their parents / guardians
- By endeavouring to dispel their prejudices as far as possible
- By taking one or more of the disciplinary steps described below to prevent further bullying

### **Disciplinary Steps (see School Behaviour Policy and Pupils' Disciplinary Code)**

- They will be warned officially to stop offending.
- Their parents may be informed.
- They may be given an appropriate sanction.
- For a serious incidence or repeated offences, they may be suspended for a fixed period or expelled from school.

### **Advice given to children who think they are being bullied**

1. Generally it is best to tell an adult straight away. It is right to raise your concerns.
2. Teachers will take you seriously and will deal with the bullies.
3. Try not to show that you are upset. This is hard, but a bully thrives on someone's fear.
4. Be proud of who you are. It is good to be individual. No-one deserves to be bullied; bullying is wrong.
5. Tell yourself that you do not deserve to be bullied and that it is **wrong**.
6. Fighting back may make things worse. If you want to fight back, talk to a teacher or parent/guardian instead.

**Advice given to children who think another child is being bullied**

1. **TAKE ACTION!**
2. Waiting and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
3. If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble.

## PUPILS’ DISCIPLINARY CODE

Every effort is made to reward positive behaviour. However, from time to time, disciplinary action has to be taken in cases of unacceptable behaviour. Unacceptable behaviour may range from a relatively minor breach of the day-to-day school rules (attached) to behaviour that affects the health, safety, or general well-being of another pupil or the pupil concerned. Different responses are called for, depending on the type of misbehaviour, and the age of the child concerned is also always considered. The following are the disciplinary measures used by the staff to discourage bad behaviour in the School.

- 1. Informal action by staff:** All staff may guide pupils about expected behaviour, deliver a verbal reprimand or refer a pupil to a teacher or teaching assistant if a minor sanction is appropriate, such as requiring a pupil to undertake a small job to make amends for their actions. No records are kept of informal action.
- 2. Warning:** In cases where unacceptable behaviour is either persistent or more serious, pupils will be told what behaviour is expected and clearly warned that if they are unable to meet this expectation, they will be excluded from the activity/lesson/break in which they are participating and may also receive another sanction. A digital record of the warning is made.
- 3. Formal sanction:** Pupils are excluded from the activity/lesson/break for the remainder of time left and looked after appropriately elsewhere. They may also be given a further sanction, such as an act of community service, missing a future activity/break or serving a detention (Prep pupils). A digital record of the formal sanction is made. In cases of serious wrong-doing pupils go straight to this step and may be referred directly to a senior staff member.
- 4. Parent Consultation:** Instances where staff issue warnings or formal sanctions are recorded on the School’s management information system. This monitoring of patterns of behaviour aims to help children successfully to address any issues that may be adversely affecting their or others’ well-being or progress. In cases where records indicate persistent poor behaviour or where there has been serious wrong-doing, parents may be called in. Records are kept of the discussion and any further review meetings held.
- 5. Suspension/Required Removal/Expulsion:** The Head may in their discretion require you to remove or may suspend or, in serious or persistent cases, expel your child from the School if they consider that your child’s attendance, progress or behaviour, including behaviour outside school, is seriously unsatisfactory and in the reasonable opinion of the Head the removal is in the School’s best interests or those of your child or other children.