



## Behaviour Policy

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyberbullying Policy, Acceptable Use Policy, Physical Restraint and Use of Reasonable Force Policy, Searching and Confiscation Policy, Disability Policy. The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities. This policy has been drawn up using advice from Behaviour and Discipline in Schools: Advice for Headteachers and School Staff DfE 2016. This is a whole school policy and includes EYFS.

### Aims:

- To promote good behaviour, self- discipline and respect
- To promote an environment where everyone feels safe, valued and secure
- To prevent bullying

### School Rules

The school does not have a complex set of rules, with a fixed scale of associated sanctions. Rather, we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances.

### Promoting Good Behaviour

The helpful examples set by adults both in the ways in which they conduct themselves, the respect they demonstrate to each other and the children, and in their consistent and collective expectations of the children, is a key ingredient in teaching good behaviour. As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy: Pupils will be expected to be polite at all times. Impolite language or behaviour will be drawn to children's attention.
- Respect: Pupils will be expected to treat other people as they wish to be treated, with kindness and respect.
- Dress: Pupils will be expected to come to school dressed appropriately in the correct uniform without adornment, with tidy clothes, clean shoes and combed hair.
- Lessons: Pupils will be expected to await the arrival of the teachers before lessons in a calm manner. Pupils are expected to be silent whenever requested by the teacher to do so.

- Property: Pupils will be expected to respect their peers' property and the school's property at all times. Any acts of vandalism will be fully investigated, and parents will be expected to make a contribution towards the cost of damages.
- Pupils are not allowed to go into other designated changing rooms for any reason.
- Older pupils will be expected to be good role models for younger pupils and to set helpful examples of good behaviour and respect.
- Technology: Pupils must use technology responsibly at school by following the school's acceptable use policy.

### **Resolving Incidents and Conflicts**

The school strongly encourages children to resolve and problem-solve issues for themselves where possible and teaching them how to do this starts with our youngest pupils in EYFS. In Reception they are taught three initial steps to problem solve which are:

- Stop and calm down
- Say the problem
- Say the feeling

In Year 1 two further steps are added which are:

- Think of a goal
- Make a plan
- From Year 2 upwards the children are encouraged to add the two remaining steps which are:
- Try your plan
- Say how your plan worked

### **Managing Transitions**

The school is aware that transitions can be times of anxiety for pupils. This includes both normal transitions around the school site during the day and the more significant changes of teachers and classrooms that happens at the end of the year.

Reception – Year 2 pupils are supervised when they are moving around the school building at break times, and children are monitored in the building until they are out on to the playground, at which point the people on duty take over. EYFS children are monitored by their teaching assistants or teachers at all times during the school day.

Year 3 - 8 children are afforded more independence and are free to move around the buildings and grounds. All outdoor spaces are supervised by a member of staff.

At the end of each academic year children who find managing the transition to a new form difficult are identified and a plan is put in place to manage the transition. Handover meetings are held between the current tutor and new tutor so that any necessary information is transferred early on.

The records of any pupils who move to a new school are sent on automatically. This includes records on behaviour and welfare, safeguarding and academic data.

## **Support Systems for Pupils**

The school has an excellent pastoral system where the pupils are actively encouraged to share their worries with an adult. Each child has a safety circle of adults to whom they can go with a worry and this work is revisited at the beginning of each term. Each child has a tutor whom they see regularly, and each tutor discusses their tutees at a weekly meeting with a senior member of staff to ensure all is well. The Headmistress and Deputy Head are kept informed of all pastoral issues.

## **Rewards**

While some of our pastoral work is naturally and properly devoted to discovering and resolving concerns, the majority of our time should be spent recognising, acknowledging and promoting all that is positive within the community.

It is important always to look for opportunities to praise and encourage, within and beyond the classroom. The cumulative effect of such an approach is very powerful. As a school that prides itself on the care of the individual, we need to ensure that we praise and encourage each child, regardless of age and ability. The school has the following rewards

- Praise: Praise for children's efforts will foster self-esteem and perseverance and is a key factor in children's academic and general progress. This could come in the form of praise for endeavour in the classroom, on the sports field, or for acts of kindness around school.
- Written Comments: Positive written comments give the children tangible feedback for their efforts.
- In Pre Prep house tokens are awarded for good behaviour, whether in the classroom or around the school.
- Apple awards are given in assembly to children who have done something special during the week.
- Headmistress awards are given to children for doing something extra special. For example an act of kindness to a friend.

The aim of the School Reward system is to:

- Positively recognise good behaviour
- Promote self-discipline
- Reinforce the school's core aims

For the system to work all staff must be involved and carry responsibility.

## **Rewards in the Prep School**

### **STAGE REWARD**

Stage 1 Praise from an adult or peer: We are a growth mindset school so believe that praise should be given with specific explanation. Process should be praised over outcome.

Stage 2 House Token: House Tokens may be awarded for an action reflecting the criteria in the school's aims and also an individual whose action is beyond their individual norm. House Tokens are collated and go towards their house. A house cup is awarded at the end of each term.

Stage 3 Special Merit: These are awarded in assemblies for extra special work or effort.

Stage 4 Commendation Post Card: Home from teacher to commend individual pupils' work or effort

Stage 5 Headmistress's commendation: for an instance of exemplary behaviour reflecting one of more of the school's core aims or when a child has been achieved an outstanding level of success through hard work and determination. This will take the form of a letter of Commendation written by the Headmistress delivered personally or sent home.

Stage 6 Cup: / Prize in Speech Day / Termly Prize giving Award are given out at the end of each term and the year as a whole at Speech day. School Half and Full Colours are also awarded for sporting/Music/Drama/Art recognition.

## **Sanctions**

The school will NEVER

- Use corporal punishment or threaten to use corporal punishment.
- Use unacceptable, excessive or idiosyncratic punishments including any punishment intended to cause pain, anxiety or humiliation, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter to parents or any appropriate independent listener or helpline' or require pupils to wear distinctive clothing as a punishment.
- Withhold medical, optical or dental treatment as a punishment.
- Deprive a pupil of sleep (on overnight trips).
- Lock a pupil in an area or room of a building.

The following are the sanctions the school will use which reflect the seriousness of an incident and convey a deterrent effect:

- Minor Incidents may only need a private and informal word with the child or children involved.
- Restorative Justice: Children may be asked to give up some of their free time to give back to the community. This could be helping a teacher, litter picking, arranging a lunchtime activity or planning and running a charity event. This will be recorded on ENGAGE.
- Loss of Free Time: This is rare but if a child does not complete a piece of work because they have not been behaving appropriately, they will be asked to stay in for a period to complete a satisfactory amount of work. This will be recorded on ENGAGE.
- Loss of Privileges: A child who misuses a facility may be banned from it for a period of time. This will be recorded on the ENGAGE.
- A child who causes upset may be banned from an area in the school for a period of time. This will be recorded on ENGAGE.
- Detention: Prep school children who misbehave in lessons or around school may be sent to a lunchtime detention which is 30 minutes long. This will be recorded on a central log for monitoring purposes held by the Head of Prep.

- **Monitoring Card (Appendix 1):** A child may be put on Monitoring Card to help them to improve their behaviour. This involves the child having targets set on the card which is carried around by them and signed by staff. Most children find this a helpful and positive experience.
- **Behaviour Plans:** A child who has more complex or serious behavioural difficulties will have a behaviour plan drawn up by the Head of Pre-Prep or the Head of Prep. This will be reviewed on a half termly basis or sooner if appropriate and will always involve the parents.
- In an extremely rare case of a serious breach of discipline, a child may be given 'time out' in agreement with the parents, for parents to discuss the situation with the child and for the child to reflect on his or her behaviour. Such an absence can only be authorised by the Headmistress.
- **Loss of Free Time:** This could involve missing an activity to write a letter of apology or to learn a poem.

### **EYFS Sanctions**

Many minor incidents in EYFS will be dealt with by using the 'Plan to resolve conflicts' which is set out above. However, the following sanctions may be used in Reception.

- Supervising the child in a quiet area and helping them to calm down
- Having a quiet word with the children involved
- Asking children to apologise to each other
- Asking children to either draw or make something to say sorry to another child or adult
- Creating a behaviour plan, which is always explained to the child and of which parents are always made aware.
- In extreme cases, and only if we feel the child is too exhausted or overwhelmed to manage their behaviour for that day, we may ask parents to collect their child. This would only be agreed by the Headmistress, the Deputy Heads or the Head of the Early Years Foundation Stage.

Please see Appendix 2 for Golden Rules

### **Temporary and Permanent Exclusion**

Suspension and expulsion fall within the authority of the Headmistress only. This would only happen as a consequence of a child's failure to respond to the measures outlined above, in which case parents would have been warned in advance, and in writing, of this possibility, or as a result of a disciplinary breach of very serious proportions.

- Expulsion for behavioural reasons would only follow at least one period of temporary exclusion unless the breach of discipline (within or beyond school) was so serious that the expulsion of a child was deemed to be in the School's best interests or those of the child or other children.
- Reasons for suspension and expulsion of a child may include the bullying (including cyberbullying) of other pupils, persistent non-attendance of the pupil without good reason, possession of or use of alcohol or illegal substances, persistent refusal to conform to the school's behavioural expectations or the school's inability to guarantee the safety of the

child or other children or the school. Pupils who make a malicious accusation against a member of staff will fall into this category.

- In such circumstances, the school would act fairly and properly in deciding whether a pupil must be suspended or expelled from the school and wherever possible would seek the agreement of the parents before a decision was taken.

### **Physical Intervention**

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff. Staff must follow the guidelines set out in the Physical Restraint and Use of Reasonable Force Policy.

### **Searching and Confiscation**

There may be times when a member of staff needs to search a pupil or a pupil's belongings because something has gone missing and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the Searching and Confiscation Policy.

There is a list of items prohibited in school. These items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

### **Record of Sanctions:**

- Minor sanctions in the day school will be recorded on ENGAGE and copied to the appropriate staff. This is so that any patterns of behaviour can be picked up immediately.
- All detentions are logged by the Head of Prep so that any patterns of behaviour can be picked up immediately.

### **Record of Serious Sanctions**

All serious sanctions will be recorded and held centrally by the Head of Prep for monitoring purposes.

### **Liaison with Parents and other Agencies**

- The school actively encourages parents to keep in contact and to keep the lines of communication open. The more we communicate, the better we can look after our pupils. Parents will be kept informed of any serious behavioural issues regarding their child. If a Behaviour Plan needs to be put in place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies in order to gain advice or to work in tandem to provide the best support for a child.
- The policy is made available to parents at all times on the school website.
- The policy will be reviewed annually. However, if any amendments are made at other times of the year, parents will be informed via the parent Portal on the school's website.

### **Staff Training**

Staff will receive annual training on this policy, so they have a clear understanding of the systems and procedures and their legal responsibilities.

## Appendix 1 – Monitoring Card



### SL Monitoring Card:

**NAME:**

**DATE:**

Staff: Please give a mark 1-5 for how well the target(s) were met. Please add comments where necessary or contact Form Tutor for further discussion.

(1 – fully met ... 5 – not met at all)

AGREED TARGET(S):

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	Form Time	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lesson 6	Lunch	Lesson 7	Lesson 8	Lesson 9	Prep/Club	Daily Check by Tutor
Monday														
Tuesday														
Wednesday									MATCH / GAMES			Matches		
Thursday														
Friday														

You have been given a behaviour card to help monitor targets that you have been given. You should keep this card with you at all times and remember to present it to the teacher at the beginning of the lesson and collect it at the end of the lesson.

Each morning you should show your card to your form tutor and discuss the day before. This will help you keep on track.



At the end of the week, please bring your completed card to Mr Catchpole in order to fill in the questions below together.

**Review**

- How did the week go?
- Mark out of 10 (1 – Poor; 10 – Great!)
- Did you meet your targets?
- What were you pleased about?
- What could you have done better?

<b>NOTES:</b>	
Signed: _____ (pupil)	Signed: _____ (DH)
Date: _____	

Notes:

Signed by Head of Prep:

Signed by Pupil:

Signed by Tutor:

Signed by Parents:

**Appendix 2**

**Our Golden Rules**

- Everyone is special.

- Listen to everyone.
- Be kind and helpful to one another.
- Think about how you are making other people feel.