



# FOREMARKE HALL

REPTON PREPARATORY SCHOOL

## **Behaviour Management Policy**

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**Repton Preparatory School**

*Last reviewed: Summer 2018*

*Next review: Summer 2019*

This policy is relevant to all academic staff and applies to all day pupils from Early Years to Year 8 and should be read in conjunction with the following school policies:

- Anti-bullying Policy
- Cyber Bullying Policy
- Pastoral Policy
- Awarding of Excellents Policy
- Permanent Exclusion, Removal and Review Policy
- Physical Intervention Policy
- Physical Restraint Policy
- Safeguarding Policy
- Searching Pupils and their Possessions Policy
- Serious Incidents Protocol (Appendix D)
- Supervision of Pupils Policy
- Transfer and Transition Policy

This policy is produced with reference to guidance from the Department for Education on Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016) and Use of Reasonable Force (July 2013).

## **1 School ethos**

1.1 The community of Repton Preparatory School is founded on principles of tolerance, honesty, courtesy and individual aspiration balanced by respect and compassion for others. The School is committed to safeguarding and promoting the welfare of its pupils and to providing a secure, stimulating and inclusive environment in which they can realise their full potential academically, in their extracurricular pursuits and their personal development. We pride ourselves on the positive relationships which exist between staff and pupils and the strength of our partnership with parents, and believe that high standards of conduct are promoted more by encouragement and celebration of success than by use of sanctions. When infringements do merit formal sanctions, these are administered within the broader pastoral context and with a focus on a positive outcome for both the individual and the community as a whole.

## **2 Aims**

2.1 This policy is intended to support effective teaching, learning and personal development and to promote a culture within which positive and responsible behaviour is encouraged and celebrated and both individuals and the community as a whole can flourish. This happens in a variety of ways, including:

- the recognition, appreciation and celebration of pupils' achievements in all aspects of school life
- a comprehensive, multi-layered and co-ordinated pastoral care system.
- a robust and wide-ranging programme for Personal, Social, Health, Citizenship and Economic Education, to promote self-knowledge and enable pupils to make appropriate and informed decisions about their lifestyle and conduct

- a strong emphasis on individuals' moral and spiritual development through the role of whole-school and section assemblies
- a fair and consistent system of sanctions which takes into account both the needs of individuals and the community as a whole
- clear policies and codes of conduct which promote responsible behaviour, both in general conduct (eg; the Staff Code of Conduct and the Anti-Bullying policy) and in specific areas (eg Acceptable Use of IT and Portable Electronic devices).

2.2 Staff must be mindful of the School's responsibilities under the Equality Act 2010. Where behavioural concerns involve a pupil with significant SEN, a disability as defined under the Act, or with significant and identified social, mental or emotional needs, the School will make reasonable adjustments to the procedures and sanctions listed here which it considers are appropriate in relation to that individual pupil's disability or needs.

### **3 Expectations of staff**

3.1 Staff have both a duty of care and a responsibility for promoting high standards of behaviour amongst the pupil body. This covers all formal activities such as lessons or extracurricular sessions, leisure time around the School and on any school-related activity away from the site and/or outside term, such as trips (either day or residential).

3.2 The first instinct should be to provide encouragement and to highlight and praise achievement, both absolute and relative to the previous performance and potential of the individual, rather than to identify deficiencies. Emphasis should be given to the regular measure of success rather than failure.

3.3 Foremarkians demonstrate progress and success in a wide variety of activities and all should be recognised. In addition to providing praise informally, staff are encouraged to use the systems available within the School for commending effort and achievement.

3.4 Any sanctions employed must be applied fairly, consistently and in accordance with the School's policies and procedures. The more serious offences will be dealt with the Year Group Heads, Section Heads, the Assistant Head Pastoral the Headmaster, and staff are expected to communicate any issues fully and promptly to them.

3.5 All teaching staff have the right to issue rewards and sanctions whilst the child is in school or involved in a school trip. Non-teaching staff may use verbal praise or verbally reprimand a child but rewards and sanctions may only be issued after consultation with a member of teaching staff.

3.6 The Form Tutor/Teacher must be involved in behaviour management at every stage so that he/she can monitor the child's behaviour. In the case of poor behaviour it is important that disciplinary problems are not escalated to Year Group Head, Head of Section, Assistant Head (Pastoral) or Headmaster just because they become of sudden concern.

3.7 The Form Tutor/Teacher will be the key person supporting the child through any breach of discipline and will monitor the child's behaviour in order to prevent the behaviour recurring.

3.8 Records of sanctions must be recorded on the School management system and monitored by the Assistant Head Pastoral.

3.9 Individual pupils will be discussed in Year Group Head's meetings, Stand Up meetings and whole school staff meetings. Particular concerns or those of a more serious nature may result in individual case meetings with the possibility of referral to outside agencies.

Behaviour management is seen as a shared responsibility of the whole school community. All staff, teaching and non-teaching are responsible for encouraging good behaviour and minimising poor behaviour. Staff and Parents must work together to ensure that all children feel supported and secure in their surroundings. As a boarding school it is imperative that our boarding community are able to see their boarding house as a 'home from home' experience and we therefore utilise a different rewards and sanctions policy in boarding. Staff are expected to set a positive example to pupils and to be effective role-models in their professional and personal conduct when exercising a duty of care. Staff must at all times be mindful of the School's expectations with regard to aspects of their own behaviour such as punctuality, dress, provision and/or consumption of alcohol, use of language (both verbal and written, including electronic), use of social networking sites, the dangers of favoritism or victimization, and respecting the confidentiality of information about pupils. They must be familiar with and adhere to all the School's policies in these areas, in particular the Staff Code of Conduct.

#### **4 Expectations of pupils**

4.1 All pupils are expected to maintain the highest standards of conduct throughout their time in the School and in any written or electronic communication regarding the School. They should exercise common sense, decency and self-discipline, both in public and in private, and the School attaches a high importance to good manners, punctuality and taking a pride in one's appearance, as well as qualities such as integrity and respect for the needs of others. Pupils are expected to respect the ethos of the School, to engage positively with the opportunities and experiences of school life, to co-operate fully with members of staff and to take responsibility for their own actions.

4.3 There is a robust Anti-Bullying Policy in place. Peer-to-peer issues are dealt with sensitively but firmly, with a strong emphasis on educating pupils, and the development of positive relationships is promoted throughout the School.

4.4 All pupils are expected to maintain high standards of conduct, especially in their dealings with each other, but there is a particular expectation on senior pupils to set a good example to their peers, model appropriate behaviour and promote the values of the School, especially those who are in positions of responsibility.

4.5 Members of the School are expected to uphold the values of decency and consideration for others in their conduct beyond the school site and outside term. The School reserves the right to consider under its disciplinary procedures any conduct which brings the School into disrepute or impacts adversely upon the community or the individuals within it. This includes, but is not limited to, any breaking of the law, involvement with drugs, possession of extremist or pornographic material, and offences on social media or the internet.

4.6 If any member of the School feels that they have been unfairly treated, it is hoped that they would feel able to raise this with an appropriate adult within school, such as the Form Tutor, Year Group Head, Section Head, Assistant Head Pastoral or the Headmaster. A formal Complaints Procedure also exists, this is available on the school website.

## **5 Expectations of parents**

5.1 The School sees itself in partnership with families and in the interests of providing a clear, consistent framework for behaviour parents are expected to support the ethos and disciplinary practices of the School.

5.2 If they have any concerns, either general or specific, they are encouraged to direct this in the first instance to the appropriate member of staff: for example, the Form Tutor, Year Group Head, Section Head, Assistant Head or the Headmaster. It is always hoped that difficulties can be resolved quickly and informally, in the interests of all parties. If this does not succeed, parents may have recourse to the School's formal Complaints Policy (available on the school website)

5.3 A copy of the Behaviour Management Policy is available on the school website and is supplied to new parents, along with the School's Terms and Conditions, prior to their signing the School Contract and forms part of that contract. Any significant changes in the rules or the School's approach to the management of pupils' behaviour are signalled by the Headmaster in his communications with parents.

## **Our Philosophy**

Our simple philosophy is: **Treat others as you would wish to be treated yourself.** There is no formal set of school rules. Children are encouraged at all times and in all places to follow a simple **Foremarke Code**:

### **CARE**

**C – Common sense – use it**

**A – Aim high**

**R – Respect – for yourself and others**

**E – Enjoy**

This simple code lies at the heart of all that we represent as a school community. Whilst not

explicitly stated before Year 2, the Code forms the basis of our behaviour management system and is implicitly understood by all.

We aim to provide a structured environment where pupils understand the ground rules and expectations are clearly defined and taught.

We aim to focus on positive behaviour and ensure that children are clear of the consequences of inappropriate behaviour. Each section of the school (Pre-Prep, Lower School and Upper School) will expect high standards of behaviour from all of its pupils but sanctions will vary depending upon the age of the child. See Appendices A, B, C. In all areas of the school rewards and sanctions will be fair and appropriate to the circumstance.

### **Review**

The Behaviour Management Policy of Repton Preparatory School is the responsibility of the Assistant Head Pastoral and the Heads of Lower School and Pre-Prep and they will review the Policy in accordance with the school's policy review cycle.

## Appendix A

### Pre-Prep Rewards and Sanctions

It is our intention to reinforce good behaviour by the use of a positive approach. Rewards and sanctions should be seen to be fair and appropriate to the circumstances. We aim to:

- Focus on what is expected rather than what is not
- Reinforce appropriate actions and behaviour with praise and rewards
- Ensure children are aware of the consequences of inappropriate behaviour

#### The Golden Rules of Pre-Prep:

- Work hard
- Be polite
- Look after property
- Be kind and helpful
- Be gentle
- Listen to others

#### Rewards

Staff may use the following rewards to reinforce good behaviour:

- Give verbal praise and encouragement appropriate to the age and development of the child
- Identify good behaviour to other members of staff, including the Head of Pre-Prep
- Inform parents of their child's achievements, progress and improved behaviour where applicable

#### Stickers

Stickers are awarded for good work, good behaviour, following the Golden Rules and special achievements. Stickers are collected by the children on charts leading to certificates. A uniform system applies across the whole of Pre-Prep. Each child has an award chart. Certificates are awarded as follows and presented in assembly:

Bronze 30 stickers, Silver 60 stickers, Gold 90 stickers, Diamond 120 stickers (and book), Emerald 150 stickers (and stationery).

#### Golden leaves

Golden Leaves are awarded to two children per form each week for following the Golden Rule of the week. The focus changes to a new Golden Rule every two weeks. The child's name is written on a leaf, with the reason for receiving it on the reverse, and presented at the weekly Golden Leaf Assembly. After the assembly the leaves are attached to the Golden Tree in the Pre-Prep entrance area. The Golden Rule of the week and the names of the Golden Leaf award winners are published in The Flyer every Friday. A group photograph of award winners is displayed in the Pre-Prep entrance area.

#### Playtime Stars Trophy

The Playtime Stars trophy is presented at the weekly Golden Leaf Assembly to the year group with the highest number of playtime counters received during the week. Each form can receive a maximum of 3 counters every playtime. Counters are issued by members of staff on duty and how many received is judged based on playtime behaviour. The trophy is presented at the end of the assembly and two members of the winning year group, one from each form, are selected to collect the trophy. The results and a photograph of the two children holding the trophy are displayed in the centre on the Golden Leaf board. The winning year group selects two boxes of equipment from the PE store for the following week's playtimes.

### **Sanctions**

The Pre-Prep aims to be consistent with its response to unwanted behaviour. Most unwanted behaviour will be met with a verbal warning.

Sanctions do not have to be severe to be effective and may constitute one or more of the following:

- A verbal reprimand or check
- Speaking to child privately or in front of peers
- Withdrawal of privileges, for example loss of playtime or minutes off Golden Time
- Withdrawal of activities
- An apology
- Pay back wasted time
- Work in isolation or be seated by teacher
- Daily diary or record of behaviour
- Involvement of parents

### **Yellow and Red Card system**

Following a verbal warning, a child who misbehaves during break time will have their name written on a yellow card to serve as a written warning. At the end of each day yellow cards are discarded. A Year 2 child who receives a yellow card will have 2 minutes taken off their Golden Time.

If a child continues to demonstrate inappropriate behaviour/dangerous play for a second time in a single day, then a red card is issued. The reason is recorded on the red card and signed and dated by the member of staff on duty. The child will spend five minutes sitting outside the Pre-Prep office and the red card is given to their form teacher at the end of the break time. The Form Teacher retains the red card and parents are informed at the end of the day. If a Year 2 child receives a red card then four minutes will be taken off their Golden Time.

Children in Reception are introduced to the yellow and red card system during the Summer Term. Prior to this time any child in Reception who misbehaves will be given a verbal warning. If unacceptable behaviour continues the child will be asked to hold the hand of one of the members of staff on duty for five minutes and their form teacher will be informed.

Significant or persistent playtime incidents are recorded on a yellow 'Incident Form' and kept in the child's personal file. Parents may be informed depending upon the severity of the incident.

Fighting is unacceptable behaviour and will always be dealt with in a swift manner. Incidents will be resolved appropriately and sanctions will depend on the incident, the child or children involved and circumstances leading up to the incident.

Persistent unwanted behaviour may lead to the intervention of senior staff or contact with the parents. In this case, specific strategies may be devised for particular children.

In the event of a serious incident or staff concern, parents will be informed and further action may be taken.

In line with the whole school, the Pre-Prep does not administer corporal punishment and staff do not threaten the use of corporal punishment, nor any punishment which may adversely affect a child's well-being.



## Appendix B

### Lower School Rewards and Sanctions

#### Rewards

It is our intention to encourage good behaviour through positive encouragement and rewards.

Pupils receive Excellents for good work and behaviour. These Excellents are recorded by the Form Teacher and collated weekly towards House totals. Pupils will also receive bronze, silver and gold certificates and badges in assembly for reaching 75, 125 and 200 Excellents respectively.

Rewards will also include:

- Verbal praise, comments to children, immediate positive feedback
- Positive written comments in workbooks, prep diary and on reports
- Academic Stars
- Stars, stickers, stamps, smiley faces
- Being selected to do special tasks or errands
- Approval shown in the form of prizes and certificates
- Certificates presented by the Headmaster in assembly
- Award of Excellents leading to House points (bronze, silver and gold)
- Public recognition from beyond Lower School (eg photographs, report in newspaper, mention in The Flyer, school magazine) and reinforced by staff

#### Sanctions

Sanctions will only be used when positive approaches are unsuccessful. Discussion will play an important part in guiding pupils to learn more appropriate behaviour and an acceptance of responsibility for their actions.

Sanctions may include:

- A look to show disapproval
- Verbal warning and reminder of the school rules
- Speaking privately to the child or in front of peers
- Asking a child to sit on their own for a short period of time
- Missed play at break or minutes off Golden Time
- Being sent to the Head of Lower School and a warning given and logged
- Informing parents, Assistant Head (Pastoral) or Headmaster

Children are expected to move sensibly around the school and grounds, and should be aware of staff expectations of acceptable behaviour, particularly in the play areas. Incidents of misbehaviour will be communicated to the Form Teacher or Head of Lower School.

A positive partnership with parents will be promoted. Parents will be informed of any change in a child's behaviour or attitude and parents will be encouraged to be actively involved in devising strategies to manage unacceptable behaviour.

The contents of the Behaviour Policy will be communicated to parents via the Parents' Information Evening.

If a child's behaviour is extreme and/or dangerous, and all strategies have been exhausted, the final decision will be left to the Headmaster's discretion.

Sanctions take place over a day and in most cases, a child is given a fresh start each day. However, if a pupil does not respond to these approaches, then it will be necessary to set small, achievable targets. A report form may be issued to monitor general attitude and behaviour in every lesson and at break time, if applicable. The pupil will be referred to the Headmaster if poor behaviour shows no improvement.

In line with the whole school, the Lower School does not administer corporal punishment and staff do not threaten the use of corporal punishment, nor any punishment which may adversely affect a child's well-being.

## Appendix C

### Upper School Rewards and Sanctions

#### Rewards

It is our intention to encourage good behaviour through positive encouragement and rewards. Pupils receive Excellents for good work and behaviour. These Excellents are recorded by the Form Tutor and collated weekly towards House totals. Pupils will receive bronze, silver and gold certificates and badges in assembly for reaching 75, 125 and 200 Excellents respectively.

Year 5 pupils are recognised for their good behaviour and contribution to the school community termly in the awarding of The Good Egg.

All staff are encouraged to commend children on their good behaviour and to publically recognise groups and individuals in form time or assemblies.

#### Sanctions

When a sanction is deemed appropriate the over-arching principle to be followed is that the sanction applied should be swift but considered, appropriate and proportionate. Corporal punishment is not permitted in the school under any circumstance.

##### 1. Verbal Reprimand

The first level of response to managing inappropriate behaviour is a ‘verbal reprimand’ (VR). Children are always given the opportunity to redeem themselves as quickly as possible. Teachers may be explicit in their admonition and say, “I am now warning you that if you do that again you will receive in a written reprimand.”

##### 2. Written Reflection

The second level of response is a Written Reflection (WR). This is used for repeat offences or when a teacher’s instinct is that a verbal reprimand is deemed to be insufficient. Where repeated verbal warnings have been issued and ignored and the letter and spirit of the Foremarke Code have clearly been breached a WR will be issued.

The WR provides an opportunity for the child to reflect upon their behaviour. The member of staff dealing with the incident will provide the offender with a form on which details of the offence are to be written. The deadline for completion and the offence committed will be written on the sheet by the teacher, this would ordinarily be within 24hrs of the sanction being issued. The form should be completed within school time and not sent home with the child. The teacher will indicate how much should be written and will oversee the process. The completed document is signed by the adult who has issued the WR and passed to the child’s Form Tutor. The WR is then recorded by the child’s Form Tutor on School Manager.

If appropriate a written reflection may be linked to community service appropriate to the offence. Examples include helping to clear dining room tables before eating, cleaning or tidying, litter picking.

### 3. Order Mark

An Order Mark (OM) is given for serious one-off offences such as a deliberate and knowing breach of the Foremarke Code, blatant rudeness or insolence to staff, aggressive behaviour between children, interfering with other people's property, dangerous behaviour, lying, cheating, stealing, the use of foul language and vandalism.

An OM will also be given for the receipt of three WR's. in the duration of one term.

An OM will always result in an interview with the Year Group Head. An OM form will be filled out by the pupil in their free time under the supervision of the Year Group Head or Assistant Head (Pastoral). The Year Group Head will send a copy of this and the interview record complete with pupil targets and agreement by post to the child's parents, who will be invited to discuss the offence with the Year Group Head and Form Tutor concerned should they wish to. An OM will also result in a period of community service. An OM will be recorded on School Manager but this information will not be passed on to future schools.

### 4. Headmaster's Detention

Given automatically to pupils in receipt of a second Order Mark and at the Headmaster's discretion. A Headmaster's detention may be given for a serious one off offence, such as unprovoked physical aggression towards an adult or another child or gross disobedience.

Written notice for day parents or boarding house parents will be issued at least three days in advance. Parents will be asked to countersign the notice sheet and return it to the Year Group Head at least twenty-four hours before the detention is due to be served.

Headmaster's detention takes priority over all other events. Headmaster's detention will normally be when the day school is not at work. For example, from 4:00 to 5:00 on a Wednesday or 1.00 - 2.00pm on Saturday at the Headmaster's discretion.

### 5. Suspension and Expulsion

The Headmaster reserves the right to temporarily or permanently exclude pupils guilty of gross misconduct or very serious breaches of the Foremarke Code that put any member of the community (including the offender) in danger of harm. Examples include but are not limited to:

- purchase/supply /possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco
- theft, blackmail, intentional physical violence resulting in serious harm, intimidation, racism or persistent bullying
- misconduct of a sexual nature;
- supply/possession/distribution of inappropriate material in hard copy or electronic version, particularly of a pornographic or extremist nature
- possession or use of unauthorised firearms or other weapons

- vandalism or computer hacking
- serious misuse of social media, especially that which abuses members of the school community or brings the school into disrepute
- knowingly or recklessly endangering the life of a member of the school community or one's own
- persistent attitudes or behaviour which are inconsistent with the School's ethos
- other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises.

Temporary or permanent exclusion will also be considered for pupils who are given repeated Order Marks and who are not able to modify their behaviour regardless of support from the school. Such situations are rare and suspension or, following that, exclusion would be very much a last resort after all other strategies had failed. In such circumstances parents will be consulted and the welfare of the child concerned will be carefully considered. However it is to be remembered that the safety, health and well-being of the larger school community are paramount in such circumstances.

This section is to be read in conjunction with the school's Permanent Exclusion, Removal and Review policy.

### **Right of Appeal**

If a pupil or parent wishes to question the appropriateness of an issued sanction they are entitled to raise their concern in writing with the Form Tutor, Year Group Head, Assistant Head (Pastoral) or Headmaster. The school's Concerns and Complaints policy should then be followed.

### **Other measures**

Every child must be treated as an individual and whilst it is understood that sanctions must be fair they must also be appropriate to the needs of the child. What works for one does not necessarily work for another and individual circumstances must be taken in to account when issuing sanctions. It is hoped that the result of any sanction issued will be improved behaviour and some children will respond to monitoring of their behaviour rather than an admonishment of poor behaviour. In such cases a Report Card may be issued. The aim of a report card is to encourage a child to maintain their focus in lessons or during break time. Teachers must comment upon the child's behaviour in each lesson or break time and the card must be shown to the Form Tutor at the end of each day. The parents will be informed of the report card.

In line with the whole school, the Upper School does not administer corporal punishment and staff do not threaten the use of corporal punishment.

## Appendix D

## Serious Incidents Protocol

