



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
- Expulsion, Removal and Review Policy
- Physical Intervention Policy
- Physical Restraint Policy
- Safeguarding Policy
- Searching Pupils and their Possessions Policy
- Supervision of Pupils Policy
- Transfer and Transition Policy

This policy is written with regard to DFE guidance “Behaviour and Discipline in Schools 2016”.

### **Aim**

The aim of the school’s behaviour management policy is to motivate, to build confidence and develop a sense of social responsibility in every child. The policy is written with the intention of promoting the welfare and safety of all those in the school community.

Our simple philosophy is: **Treat others as you would wish to be treated yourself.**

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 happy and trouble free environment where pupils feel secure, safe and valued. All pupils should be free from harm and abuse and understand that any concerns may be reported and dealt with in an appropriate manner.

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.

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

Our intention is to reward good behaviour and minimise poor behaviour. We will work closely with the parents to ensure that we reach the desired outcome for all of our pupils. Individual cases will be assessed before any sanction is awarded. All pupils will be treated fairly and with due regard for pupils with SEND. This will either be through informing parents of decisions made or working together to decide upon the next course of action, this may involve contact with outside agencies.

Where it is found that a pupil has made a malicious accusation against a member of staff, it will be dealt with as outlined in our Safeguarding Policy section 5.

### **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.

Last revised: Summer 2016

Next review: Summer 2018

## **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 weeks 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 Warning**

The first level of response to managing inappropriate behaviour is a 'verbal warning' (VW). Children are always given the opportunity to redeem themselves as quickly as possible. It is good practice for pupils to understand the likely consequences of their actions should they persist in their poor behaviour.

##### **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. 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 in the Pastoral section of 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 towards another

child, 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.

#### 4. Headmaster's Referral

Given for the most serious one-off offences, such as aggressive or violent behaviour towards an adult or gross disobedience. After consultation with the staff, the Form Tutor and the Year Group Head concerned, the Assistant Head (Pastoral) will interview the child concerning the offence to decide the way forward for the pupil. Parents will be consulted and a plan/contract drawn up for the future on an individual basis.

#### 5. Headmaster's Detention

Given automatically to pupils in receipt of a second or subsequent Order Mark and at the Headmaster's discretion following a direct referral to him.

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.

#### 6. Suspension and Expulsion

The Headmaster reserves the right to suspend or expel 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 the use of illegal drugs, knowing sexual misconduct, violence and deliberate law breaking. Such issues may also be referred to the police.

Suspension or expulsion 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, expulsion 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 Expulsion, Removal and Review policy.



## 7. 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.

Bullying will be dealt with according to the Anti-Bullying policy.

In line with the whole school, the Upper 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.