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Behaviour Policy

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Policy Statement

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. We recognise that good behaviour is more likely to be achieved when:

- Pupils enjoy learning because teaching is inspiring, engaging and challenging;
- Pupils feel safe, are happy and well supported;
- Staff have positive relationships with those around them;
- Staff's high expectations can maximise everyone's potential;
- All staff take responsibility in upholding the school's beliefs and values in all aspects of school life;
- Staff and pupils are treated with respect and take the responsibility in making sure Banstead Preparatory School is the best it can be;
- Banstead Preparatory School is welcoming and inclusive to all;
- Staff are aware of individual needs of every child.
- Achievement of high standards and effort are recognised and celebrated.

This policy applies to all member of our school community, including those in our EYFS setting, and seeks to promote good behaviour and not simply to set out the sanctions for misbehaviour. The Head and Assistant Head Pastoral are responsible for overseeing the management of behaviour issues in the School. The Nursery Leader is responsible for overseeing the management of behaviour issues in the EYFS setting, where the policy is used with discretion according to and as appropriate to a pupil's age.

This document is reviewed by the Headteacher and SLT annually, or as events or legislation change requires. **The next scheduled date for review is November 2025.**

Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document. This document is available to all interested parties, including parents and parents of prospective pupils, on the school's website and on request from the School Office. It should be read in conjunction with:

- Staff Handbook
- Care and Consideration: Anti-Bullying Policy
- Expulsion, Removal and Review Policy
- School Rules
- Physical Restraint Policy
- Equal Opportunities Policy
- Staff Code of Conduct

General Expectations

It is expected that all members of the school community will conduct themselves at all times in a respectful, caring and co-operative manner, using our six school beliefs, so that everyone feels happy, safe and secure. Importance is attached to integrity and good manners and we aim to enable all pupils to:

- develop an awareness of the importance of the community and to show respect and consideration of others
- uphold our central ethos that we are all “free to be me”
- Respect diversity and celebrate difference in all forms across our community
- become self-disciplined
- appreciate the necessity for rules or guidelines
- understand the concept of fairness and justice
- have a high regard for the safety of themselves and others
- have regard for personal health and hygiene issues for themselves and others
- be caring and considerate
- be polite
- respect their own and other people's property
- be honest

There is an expectation that all pupils will always behave appropriately and if high standards of behaviour fall short, it will be addressed. Banstead Preparatory School does not tolerate bullying of any kind and further details of the school's approach to this can be found in the Care and Consideration (Anti-bullying) Policy. Parents are also requested to contact the school immediately if they have any concerns about the welfare of their child.

Key Personnel

The Headteacher, Jon Chesworth has overall responsibility for overseeing the management of behaviour and serious breaches of our Behaviour Policy.

Julie Windett, Assistant Head Pastoral, is responsible for overseeing the management of behaviour in school, in collaboration with Hannah Law Assistant Head (Pre-Prep).

Our Phase Leaders are responsible for the day-to day management of behaviour in their key phase:

EYFS – Hayley Compton

Years 1 and 2 - Hannah Law

Years 3 and 4 – Alice Perry

Years 5 and 6 – Angela Dzedziela

Whole School approach to Managing Behaviour

All staff have been made aware we “create the weather” in our school and active modelling of standards and expectations is everyone’s responsibility. We acknowledge behaviour is an expression of the child’s internal state and is a reaction to what is happening to that child. It is a

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signal – a way to show us how they are feeling. Our policy is centered on what successful behaviour looks and feels like and makes links to real life situations/relationships that children will experience as they grow and develop.

Children learn that behaviour has consequences. The key to desirable behaviour is to develop a consistency that ripples through every interaction, in every aspect of school life. When children feel listened to, are treated kindly and valued as individuals, they gain the respect of those who are teaching or caring for them. By listening, giving time for children to regulate and reflect, by rewarding and acknowledging desirable behaviour with attention, praise and our reward system, a 'weather' of trust, kindness and respect for all is achieved. We do this by

- Consistent **language** and consistent **response** in our daily interactions.
- Consistent **follow up**: Using our stepped boundaries where restorative practice is followed, specific for each Phase. The children understand what the implications of their behaviour are on themselves and others.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating positive behaviour.
- Consistent **consequences**: defined, agreed and applied fairly at the classroom level as well as established structures for more serious behaviours.
- Consistent **respect and support from the adults**: even in the face of challenging situations.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught: teachers as role models for learning, teachers learning alongside children.
- Consistently reinforced **routines for behaviour around the site**: in classrooms and around the site.

All staff will:

- Remember they "create the weather"
- Refer to our school beliefs 'Be ready, be respectful, be responsible, be safe, be kind, be yourself.'
- Model positive behaviours and build relationship – using the Learner Attitudes/Powers as examples of what we are striving for
- Use a visible positive role model throughout every lesson.
- Be calm when going through the steps
- Follow up every time; retain ownership and engage in reflective dialogue with children
- Have high expectations of our children.
- Work closely with parents to ensure the very best for each child

Senior leaders and Phase Leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders and Phase Leaders will: (where opportunity arises)

- Be a visible presence around the site
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.

- Regularly share good practice.
- Support staff in managing children with more complex needs
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who fall beyond the range of written policies.

Our School Beliefs

Our beliefs (rules) create clear expectations for the children and define what is acceptable behaviour. They are:

1. Be ready
2. Be respectful
3. Be safe
4. Be Kind
5. Be Yourself
6. Be Responsible

These school beliefs are part of our school culture and are reinforced in every part of our school day and are used in conjunction with our Learner Attitude animals.

Rewards







Praise is an effective way to encourage children to engage in the desired behaviour as it focuses on a child's effort rather than on what is accomplished. At Banstead Preparatory School we recognise and reward children who go 'over and above' our standards. We believe that offering genuine praise that is specific and well-deserved encourages continuous learning and growth.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Success both in and outside of school are deemed equally important at Banstead Preparatory School. We encourage pupils and parents to share any achievements with us so we can celebrate it in school. We hope to identify achievements that require long term effort rather than just instant gratification – e.g. consistently practising a musical instrument or sporting skill.

BPS School Rewards					
Smiles	Stickers	Postcards and certificates	Being asked to help at a special event.	Commendations and badges	Sharing outstanding work with external competitions
Words of praise and recognition	House points	shared in lessons and celebration assemblies		Headteacher Hot chocolate	
Applause in class / assembly	Classroom awards			Notes / phone calls home to	Termly and end of year prize giving

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				celebrate effort and achievement.	
					

Commendations and Badges

Commendations are awarded for significant effort, achievement, or behaviour endeavour within the curriculum or extra-curricular activities.

Once children have received ten commendations, they are presented with a Commendation Badge to wear on their lapel of the blazer. Each ten commendations received the children are awarded with the next colour badge.

Every 10 Commendations earns the next colour badge:

- 10 = Yellow
- 20 = Red
- 30 = Blue
- 40 = Green
- 50 = Bronze
- 60 = Silver
- 70 = Gold
- 80 = Yellow Merit
- 90 = Red Merit
- 100 = Blue Merit
- 110 = Green Merit
- 120 = Bronze Merit
- 130 = Silver Merit
- 140 = Gold Merit

Headteacher's Hot Chocolate

Headteacher's Hot Chocolate is when each year group decides a child who has gone 'over and above' to share a hot drink and a chat together with the Headteacher. It's an opportunity to spend time with members of the school who get on quietly.

Communication Home

Teaching staff will recognise children who have gone 'over and above' through communication with their parents/carer at home. This could be a telephone call, a special note home, a postcard or a copy of their outstanding piece of work.



Termly and end of year Prize Giving

An informal Prize Giving takes place at the end of each term in which cups are awarded to acknowledge both effort and progress across the curriculum, as well as upholding the BPS values. A more formal Prize Giving and End of Year Celebration is held at the end of the Summer Term, to which parents are invited.

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Each Phase has Stepped Boundaries to use as a guide for behaviour management. All behaviour related concerns will be taken on an individual basis, where necessary, tracked on CPOMS and where appropriate these will take into consideration any neurodiverse needs of the children involved.

Year 5- 6 Stepped Boundaries (staff version)

Step 1	The child has not followed one of our School Values and this is impacting on their own or others' learning and wellbeing.	<ul style="list-style-type: none"> • A verbal warning. • Listen and act on advice offered. • Apologise and be respectful. • You may be removed from the situation.
Step 2	The child has continued to not follow our school values after being given a verbal warning. Significant breach of school values.	<ul style="list-style-type: none"> • You will be asked to sit out of the activity. • You will spend some of your free time identifying what went wrong and what to do next. • Your form tutor will be informed.
Step 3	The child has repeatedly not followed our school values in one or more situations over the day. Serious incident (swearing, physical violence)	<ul style="list-style-type: none"> • A restorative action will be issued in your free time. • Your parents will be informed.
Step 4	Repeatedly not followed our school values in one or more situations over the week.	<ul style="list-style-type: none"> • Phase Leader will work with you on the school values and if required how to make amends. • A behaviour plan will be put in place which you must follow. • Teachers and parents will monitor your behaviour plan.
Step 5	The child has not shown any improvement with their behaviour plan.	<ul style="list-style-type: none"> • Assistant Head (Pastoral) and Headteacher to oversee. This is recorded.

Year 3-4 Stepped Boundaries

Step 1	The child has not followed one of our School Values and this is impacting on their own or others' learning and wellbeing.	<ul style="list-style-type: none"> • A verbal warning. • Listen and act on advice offered. • Apologise and be respectful. • They may be removed from the situation.
Step 2	The child has continued to not follow our school values after being given a verbal warning. Significant breach of school values.	<ul style="list-style-type: none"> • The child will be asked to sit out of the activity. • The child will spend some of their free time identifying what went wrong and what to do next. • Their form tutor will be informed.
Step 3	The child has repeatedly not followed our school values in one or more situations over the day. Serious incident (swearing, physical violence)	<ul style="list-style-type: none"> • A restorative action will be issued in their free time. • Parents will be informed.
Step 4	Repeatedly not followed our school values in one or more situations over the week.	<ul style="list-style-type: none"> • Phase Leader will work with the child on the school values and if required how to make amends. • A behaviour plan will be put in place which they must follow. • Teachers and parents will monitor their behaviour plan.
Step 5	The child has not shown any improvement with their behaviour plan.	<ul style="list-style-type: none"> • Assistant Head (Pastoral) and Headteacher to oversee. This is recorded.

Year 1-2 Stepped Boundaries

Initial Step		<ul style="list-style-type: none"> • A visual reminder • Check if the child is OK • Praise of others doing the right thing/right choices.
Step 1	The child has not followed one of our School Values and this is impacting on their own or others' learning and wellbeing.	<ul style="list-style-type: none"> • Go to the child 1:1 and check their understanding • Ask child what would help them? • Listen and act on advice offered. • Remind the child what needs to be done. • Continue with praise and stickers/rewards for doing right thing
Step 2	The child has continued to not follow our school values after being given a reminder. Significant breach of school values.	<ul style="list-style-type: none"> • May be asked to sit out of the activity/change the environment. • They will spend some of their free time identifying what went wrong and what to do next.
Step 3	Repeatedly not followed our school values in one or more situations over the day. Serious incident (swearing, physical violence, defiance)	<ul style="list-style-type: none"> • Removal from activity or area • A restorative action will be issued in their free time. • Parents will be informed.
Step 4	Repeatedly not followed our school values in one or more situations over the week.	<ul style="list-style-type: none"> • Phase Leader will work with the child on the school values and if required how to make amends. This might be done in WOW time, or a club • A behaviour plan will be put in place which they must follow. • Teachers and parents will monitor their behaviour plan.
Step 5	The child has not shown any improvement with their behaviour plan.	<ul style="list-style-type: none"> • Assistant Head (Pre-Prep) and Headteacher to oversee. This is recorded.

Serious breaches of the expected standard of behaviour are always recorded on CPOMS. Serious breaches and repeated behaviour are discussed weekly in our staff briefing and closely reviewed weekly by the Phase Leaders, Assistant Head Pastoral and SENCO so that patterns can be quickly identified, and appropriate interventions made.

CPOMS will require the following information:

- Name of the student
- Description of incident
- Categories in association with the incident
- Linked students
- Body map (if appropriate)
- Date and time of incident
- Assign to Deputy Head
- Files (if appropriate)
- Alert staff members – this should be SLT, form tutors and any appropriate staff members.

Examples of serious breaches of discipline include:

- Aggressive or violent behaviour resulting in harm
- Severe or persistent bullying, including cyber-bullying
- Theft
- Drug or alcohol abuse
- ICT abuse
- Malicious behaviour, including malicious allegations brought against members of staff
- Sustained disruption in lessons
- Unauthorised leave during school hours
- Any deliberate actions likely to endanger others
- Incidents of racist or homophobia discrimination

Parents are always informed of serious breaches of the expected standard of behaviour and imposition of more serious sanctions. Parents will be invited into school to discuss the matter further.

EYFS Stepped Boundaries

EYFS children are still developing their skills in managing behaviour and a big part of this is supporting them through their Personal, Social and Emotional development as part of the Early Years Foundation Stage curriculum. All children join our school with different pre-school experiences and at varying stages of development, in all areas. The curriculum and planning cater for these differences, allowing all children to develop their self-regulation and be happy, confident, empathetic learners.

This step system is to be used for repeated behaviours to help support the children in learning how to manage their feelings and emotions related to this. Many of these are developmental and this needs to be taken into consideration when dealing with children of this age.

Types of behaviour this may related but are not limited to:

- Arguing over resources
- Misunderstanding words said to them by a peer
- Misunderstanding physical interactions with peers
- Physical play both inside and outside
- *Biting

*in this case, all incidents are immediately reported to both parents. Not naming children but informing them of what has happened and how the situation has been dealt with etc.

Reception Stepped Boundaries

<p>Step 1</p>	<p>Behaviour demonstrated and needed further adult support.</p> <p>Initial chat about the choice the child has made and how this may be affecting themselves or others</p>	<ul style="list-style-type: none"> • Discuss incident with child, and others if involved. Check their understanding. Be at the level of the child. • Hear both sides if it's an interaction with others. • Discuss ways to help solve the problem or support understanding with the child. • Continue with praise and stickers/rewards for doing right thing.
<p>Step 2</p>	<p>Behaviour continues to be demonstrated and further support required.</p>	<ul style="list-style-type: none"> • Repeat step 1 discussion if needed. • Give child examples of what needs to be done instead. • Explain that if it continues there will be consequences: e.g., Time In (with an adult to sit away from group), Sand Timer to support turn taking/sharing, Removal of activity/resource.
<p>Step 3</p>	<p>Behaviour demonstrated again</p>	<ul style="list-style-type: none"> • Reminder of two repeats • Teacher/LA to choose consequence related to the situation: e.g., Time In (with an adult to sit away from group), Sand Timer to support turn taking/sharing, Removal of activity/resource. • Incidents tracked to note any patterns to monitor on CPOMS, parents to be informed.
<p>Step 4</p>	<p>For behaviours that are continually repeated, it's at this point that further action is required or at this point the Class Teacher needs further support from Head of EYFS.</p>	<ul style="list-style-type: none"> • Staff to meet with Head of EYFS to look at support options. • Child to meet with Head of EYFS for 'Time In'. • Parents involved to discuss support options. • Potentially involve Fiona Miles for SENCO support.
<p>Step 5</p>	<p>The child has not shown any improvement with their behaviour plan.</p>	<ul style="list-style-type: none"> • Assistant Head (Pre-Prep) and Headteacher to oversee. This will be recorded.

EYFS Nursery Stepped Boundaries



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<p>Step 1</p>	<p>Behaviour demonstrated and needs further adult support.</p> <p>Initial chat about the choice the child has made and how this may be affecting themselves or others</p>	<ul style="list-style-type: none"> • Stop child/ren what they are doing. • Get down to their level when talking. • Ask what is happening and if more than one child is involved, listen to all accounts. • Adult to help problem solve and come to a solution and agreed response. • Adult to support children in explaining feelings related to situation and help child/ren recognise this.
<p>Step 2</p>	<p>Behaviour demonstrated repeated</p>	<ul style="list-style-type: none"> • Repeat step 1 • Reminder of repeat • Adult to provide further support and/or distraction to a different activity.
<p>Step 3</p>	<p>Behaviour demonstrated repeated, again.</p>	<ul style="list-style-type: none"> • Reminder of repeat • Adult to support 'Time In' chat with child • Away from situation • Time to calm and regulate emotions. • Repair together and talk about reactions. • Adult to support decision on agreed response, i.e. giving high 5/hug to represent 'sorry'. Saying sorry is encouraged if the child is able to articulate this and understand what it means.
<p>Step 4</p>	<p>Behaviour is continually repeated over a monitored period of time.</p>	<ul style="list-style-type: none"> • Class teacher to meet with parents to discuss next steps and support needed. <p>If further action required:</p> <ul style="list-style-type: none"> • Parents Meet with Head of EYFS and Head of Pre-Prep to look at support options. • Potentially involve Fiona Miles for SENCO support.

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Contextual Behaviour Management

We understand that everyone in our community has different needs and that there may be contextual circumstances that need to be considered when applying our behaviour policy. All member of the BPS community are expected to follow our school beliefs regardless of learning difference, diversity or SEND statements and that each situation will be managed with these factors in mind.

Exclusions

Fixed Term Exclusion

In situations where a pupil has committed a very serious breach of accepted behaviour, it may be necessary to suspend them from attendance at school for a period of days decided by the Head. This action would not be taken without thorough investigation of the incident and interviewing of all people involved.

Removal

Parent(s) may be required, during or at the end of a term, to remove a pupil from the School if the Head is of the opinion that the behaviour of either parent and/or the pupil is unreasonable and affects or is likely to affect adversely the child's or other children's progress at the School or the well-being of school staff or to bring the School into disrepute. Should the Head exercise the above rights, parents will not be entitled to any refund or remission of fees or supplemental charges paid or due and, in the case of permanent exclusion or removal, the deposit will be forfeited. However, in such circumstances, fees in lieu of notice will not be payable and any pre-paid fees will be refundable.

Request for Review

Parents who are not satisfied with the outcome of a disciplinary meeting may wish to apply for a review of any decision taken. Any review of serious disciplinary matters will be dealt with in accordance with the School Complaints Procedure.

Physical intervention

We recognise that there may be occasions when it is appropriate, or necessary, to control or restrict a pupil. Members of staff, including those in the EYFS, may use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether to intervene physically or not is down to the professional judgement of the member of staff. If force is used, it should be the minimum required for the incident and could include passive physical contact such as standing between pupils or blocking their path; leading a pupil by the hand or arm; ushering a pupil away by placing a hand on the centre of the back. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct. All incidents where force is used should be advised as soon as possible to Jon Chesworth (Headteacher) by the member of staff involved and any other witnesses. Where appropriate they will be asked to make a written report and the parents will be contacted the same day or as soon as reasonably practicable to inform them of the situation. The Head will review the incident and decide if it warrants further disciplinary action. (See Physical Restraint Policy)



Corporal Punishment (ISI Regulation 26)

Corporal punishment given by, or on the authority of, a member of staff to a child - for whom education is provided at Banstead Preparatory School - **cannot be justified in any circumstances** on the grounds that it was given in pursuance of a right exercisable by the member of staff by virtue of his position. Any contravention of this regulation would constitute battery. Corporal punishment should not be given to a child for any reason which includes averting an immediate danger of personal injury to or an immediate danger to the property of any person including the child himself.

In line with *Section 131 of the Schools Standards and Framework Act 1998*, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Banstead Preparatory School does not permit corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff including all those acting *in loco parentis*.

Corporal punishment in any form is never acceptable at Banstead Preparatory School. Any member of staff who uses corporal punishment will be subject to immediate and serious disciplinary action by the Head.

United Learning and the United Church Schools' Trust

Banstead Prep School is part of United Learning and the United Church Schools' Trust. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its Framework for Excellence, which can be found at: www.unitedlearning.org.uk



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REWARDS AND SUCCESS

- Commendations
- House Points
- Hot-Choc Friday
- Postcard home
- Feel good
- Make friends

BPS Step System

1

Step 1 - Chance

You have a chance to improve your behaviour and 'be respectful'.

2

Step 2 - Choice

You have chosen not to improve and may be removed from the lesson. You will spend some time reflecting on what could have gone better.

3

Step 3 - Change

Your behaviour must change. Parents and phase leaders will be informed. You will need to spend some of your free time reflecting on how to improve.

Be kind
Be Yourself
Be Respectful
Be Ready
Be Safe



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