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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 Assistant Head – Head of Pre-Prep 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 2027**.

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
- Restrictive Intervention and Reasonable Force Policy
- Equal Opportunities Policy
- Staff Code of Conduct

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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.

Chris Cherry, Assistant Head Pastoral, is responsible for overseeing the management of behaviour in school.

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

EYFS, Years 1 and 2 – Hannah Law
Years 3 and 4 – Alice Perry
Years 5 and 6 – Angela Dziedziela

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 signal – a way to show us how they are feeling. Our policy is centered on what successful behaviour

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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.

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- 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.

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

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.

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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
At the end of each term, we hold an informal Prize Giving where Learner Power certificates are presented to celebrate pupils who have demonstrated excellence in upholding the BPS values. At the end of the Summer Term, we host a more formal Prize Giving and End-of-Year Celebration, to which parents are warmly invited.

Stepped Boundaries

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 3- 6 Stepped Boundaries (staff version)

Initial Step		• A verbal warning.
Step 1	The child has not followed one of our School Values and this is impacting on their own or others' learning and wellbeing.	• 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. Continued breech of school values.	• 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 or complete the task. • 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. Non-negotiables - Serious incident (swearing, physical violence, racism, endangering the safety or wellbeing of others)	• An appropriate consequence to serve a restorative purpose will take place. • Your parents will be informed. • A consequence/restorative action suitable to the misdemeanour will take place in their free time. • Phase Leader will be informed and involved

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Step 4	Repeatedly not followed our school values in one or more situations over the week. A further serious incident	• Julie Windett or Lisa Crook should be notified • A behaviour tracker for the child will be put in place. . • Teachers and parents will work together monitor your behaviour for improvements.
Step 5	The child has not shown any improvement with their behaviour plan.	• Headteacher is involved. TAN internal or external exclusion will be considered.

Year 1-2 Stepped Boundaries

Initial Step	Dysregulation	• 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 our school beliefs and this is impacting on their own or others' learning and wellbeing.	• 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 Beliefs after being given a reminder. Significant breech of school Beliefs The child engaged in physical actions that impacted a peer/adult or the surrounding environment	• May be asked to sit out of the activity/change the environment. • Repair time is provided so the child can use part of their free time to reflect on the incident, understand its impact, and consider positive next steps. • Form teacher and Phase Lead informed.
Step 3	Repeatedly not followed our school beliefs in one or more situations over the day.	• Removal from activity or area • Restorative repair time will be completed, with Phased Lead or Head of Pre Prep, during their

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	Serious incident (swearing, physical violence, defiance)	free time to help the child reflect on what happened and think about how to move forward. • Parents will be informed.
Step 4	Repeatedly not followed our school beliefs in one or more situations over the week.	• Phase Leader will work with the child on the school Beliefs and if required how to make amends. • A behaviour plan can be put in place to support and review the child's progress. • Teachers and parents will monitor their behaviour plan. • Potentially involve SENCO for support.
Step 5	The child has continued to show dysregulation or concerning behaviours.	The Assistant Head (Pre-Prep) and relevant SLT members, including the Headteacher, will provide management and support for the agreed next steps. All of which will be formally recorded and reviewed.

Serious breaches of the expected standard of behaviour are always recorded on CPOMS. Serious breaches and repeated serious behaviour are closely monitored by the Phase Leaders, Assistant Head Pastoral and Assistant Head – Head of Pre-Prep 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

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- 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

Initial Step	Dysregulation	• Identify and acknowledge the child's behaviour • 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 our School Beliefs and this is impacting on their own or others' learning and wellbeing.	• Discuss with the child 1:1 to check their understanding in a calm kind and supportive manner. • Ask the child what they feel would help them right now. • Gently remind the child of what needs to be done next. • If the situation involves other children, listen to both sides fairly and calmly. • Continue to offer praise, stickers, and rewards to reinforce positive choices.

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Step 2	The child has continued to not follow our school values after being given a reminder. Significant breech of school values. The child engaged in physical actions that impacted a peer/adult or the surrounding environment	• Repair time is provided with the child to reflect on the incident, understand its impact, and consider positive next steps. Which may occur away from the main learning environment. • Give child examples of what needs to be done instead. Explain calmly that if the behaviour continues, an appropriate and specific consequence will follow which will be clearly discussed with the child.
Step 3	Repeatedly not followed our school Beliefs in one or more situations over the day. Serious incident (swearing, physical violence, defiance or destructive behaviour)	• Removal from activity or area • Restorative repair time will be completed, , with Phase lead or Head of Pre Prep, to help the child reflect on what happened and think about how to move forward • Parents will be informed.
Step 4	Repeatedly not followed our school Beliefs in one or more situations over the week.	• Phase Leader will work with the child on the school Beliefs and if required how to make amends. • Action plan can be put in place to support the child. • Teachers and parents will liaise regarding action plan • Potentially involve SENCO for support.
Step 5	The child has continued to show dysregulated or concerning behaviours.	• The Assistant Head (Pre-Prep) and relevant SLT members, including the Headteacher, will provide management and support for the agreed next steps. All of which will be formally recorded and reviewed.

EYFS Nursery and Pre-School Stepped Boundaries

Initial Step	Dysregulation	• Notice and gently acknowledge the child's behaviour. • Use a simple visual reminder. • Check in with the child to see if they are OK. • Praise and highlight children who are making positive choices.
Step 1	The child has not followed our School Beliefs, and this	Have a calm and kind 1:1 conversation to check their understanding.

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	is affecting their own or others' wellbeing or learning	• Ask the child what they feel would help them right now. • Gently remind the child of what needs to happen next. • If other children are involved, listen to both sides fairly and calmly. • Continue to give praise, stickers, and rewards to reinforce positive choices.
Step 2	The child continues not to follow our School Beliefs after a reminder	• Provide repair time with the child to help them reflect on what happened, understand its impact, and consider positive next steps. • Give simple, clear examples of what they can do instead. Explain calmly that if the behaviour continues, an appropriate and specific consequence will follow, which will be clearly explained to the child.
Step 3	Behaviour continues to be repeated, or significant undesirable behaviour shown	• Gently remind the child that this behaviour has happened again and that we need to think together about what to do next. • An adult provides a supportive conversation, staying close and connected • Move the child to a calm, safe space away from the situation if needed. • Give the child time to calm, regulate, and feel ready to talk. • Repair together by talking about what happened, how they felt, and how others may have felt, using simple, age-appropriate language. Parents informed
Step 4	Continued difficulties following our School Beliefs over the week	• Head of Early years will engage with staff and parents to discuss concerns and strategies. SENCO may be involved
Step 5	The child has continued to show dysregulated or concerning behaviours.	• The Assistant Head (Pre-Prep) and relevant SLT members, including the Headteacher, will support and agree the next steps. • All actions and decisions will be formally recorded and reviewed regularly.

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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 (see Exclusions Policy).

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.

Restrictive Intervention and Reasonable Force

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 Restrictive Intervention and Reasonable Force Policy)

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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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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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