

## Behaviour for Learning

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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 rules 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;
- 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 Deputy Head is 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 Deputy Head annually, or as events or legislation change requires. The next scheduled date for review is September 2020.

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

### **Principles of the Behaviour for Learning Policy**

At Banstead Preparatory School we are:

- Compassionate
- Adaptable
- Tenacious
- Courageous
- Honest

### **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, 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
- 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
- exercise self-control

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.

### Developing Staff to Promote Good Behaviour

At Banstead Prep School we have agreed on expected adult behaviours from all members of staff in all aspects of school life, these are:

- Respect
- Care
- Professionalism

### **Consistency in Practice**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable and consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behavior, in every aspect of school life. Where learners feel treated and valued as individuals, they respect adults and accept their authority.

- Consistent **language** and consistent **response**: referring to the agreement made between staff and learners; simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line; teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **respect from the adults**: even in the face of disrespectful learners!
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught: teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced **routines for behaviour around the site**: in classrooms and around the site.

All staff will:

- Meet and greet at the door.
- Refer to our school rules 'Be ready, be respectful, be safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible positive recognition mechanism throughout every lesson.
- Be calm when going through the steps: prevent before applying sanctions.
- Follow up every time; retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

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

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

## **Managing Behaviour**

### **Our School Rules**

Rules create clear expectations for the children and need to define what is acceptable behaviour. The rules at BPS are:

1. Be ready
2. Be respectful
3. Be safe

These school rules are part of our school culture and are reinforced in every part of our school day.

## **Behaviour for Learning in EYFS**

Some behaviours, although frustrating for adults, form part of children's normal development. For example, very young children may repeatedly bang and throw objects as they learn how things work and move. They also may test out their developing vocal chords and other people's responses to their high pitched screams and shouts.

Generally, young children move on quite quickly from both these stages. However, as they get older, they may start to exhibit more aggressive behaviours such as hitting or kicking because they are struggling to communicate or get something they want.

It is perfectly natural and healthy for a certain amount of boisterous and even conflict play to happen in early years settings, especially as children start to explore the world and people around them and learn cause and effect. However, it is less than ideal when that behaviour means that children start to hurt one another.

At Banstead Prep School, we follow the EYFS curriculum and place a great emphasis on the prime area: Personal, Social and Emotional Development. All children join the school with different pre-school experiences and at varying stages of development, in all areas. The curriculum and planning caters for these differences, allowing all children to develop their self-regulation and be happy, confident, empathetic learners.

## **Routines**

Routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom. Children enjoy routines that are easy to understand, easy to accomplish yet flexible enough to alter if circumstances change. Throughout the school we have routines organised around times, places and contexts to help provide a link between expectation and action. The three routines we consistently focus on are:







- **Meet and Greet** – All staff meet children at the door at the beginning of the day and every lesson. They meet and greet their class at the end of every break time and lunch time to ensure children are quickly and safely returning to class.
- **Attentive Listening** – To gain group, class or whole school attention, staff will raise their hand. This is to signify to students that they need to stop, look and listen to the staff member.
- **Wonderful Walking** – We are lucky to have a large school with fantastic facilities but with that comes great responsibility. Children are expected to walk around the school with pride, respecting both the school environment and lessons taking place.

## Praise

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 learners 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  Words of praise and recognition  Applause in class / assembly	Stickers  House points  Classroom awards	Star of the week certificate shared in awards assembly	Being asked to help at a special event.	Commendations and badges  Hot choc Fridays  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

### **Hot Choc Friday**

Hot Choc Friday is when a member of SLT invites a learner who has gone 'over and above' during the week to share a hot drink and a chat together. It's an opportunity to spend time with members of the school who get on quietly but don't always get the recognition they deserve.

### **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 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.

## Stepped Boundaries

Rules alone do not guarantee good behaviour. They need to be linked to consequences – which means consistently rewarding pupils who follow the rules and applying sanctions as a consequence to those who do not.

<b>Reminder</b>	<ul style="list-style-type: none"> <li>• Gentle encouragement, a 'nudge' in the right direction.</li> <li>• A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible.</li> <li>• De-escalate where reasonable and possible and take the initiative to keep things at this stage.</li> <li>• Praise will be given if the learner is able to model good behaviour as a result of the reminder.</li> </ul>
<b>Warning</b>	<ul style="list-style-type: none"> <li>• A clear verbal warning, delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</li> <li>• The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. <ul style="list-style-type: none"> <li>○ <i>Stop, think ... make the right choice</i></li> <li>○ <i>Think carefully about your next step</i></li> </ul> </li> </ul>
<b>Last Chance</b>	<ul style="list-style-type: none"> <li>• Speak to the pupil privately and give them a final opportunity to engage.</li> <li>• Use the 30 second scripted intervention: <ul style="list-style-type: none"> <li>○ <i>I have noticed that you are...</i></li> <li>○ <i>I need you to...</i></li> <li>○ <i>I need to see you...</i></li> <li>○ <i>I know you will...</i></li> <li>○ <i>Thank you for...</i></li> <li>○ <i>At Banstead Prep, we are ready/respectful/safe</i></li> <li>○ <i>Remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today...</i></li> <li>○ <i>Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</i></li> <li>○ <i>See me for 5 minutes after class/during break.</i></li> </ul> </li> <li>• If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in repair time.</li> <li>• Children will be expected to have a restorative dialogue with that member of staff.</li> <li>• For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</li> </ul>
<b>Time Out</b>	<ul style="list-style-type: none"> <li>• Time Out might be a short time away from the classroom with another class/TA/classroom/calm space.</li> <li>• It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.</li> </ul>

<b>Repair - EYFS</b>	Restorative conversation with member of staff:
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	<p>Pupil will reflect on</p> <ul style="list-style-type: none"> <li>○ <i>What's gone wrong?</i></li> <li>○ <i>Why has it happened?</i></li> <li>○ <i>What different choices could have been made?</i></li> </ul> <p>Pupils will always be asked to apologise to their peers for any avoidable wrongdoing and where appropriate, a sorry card or note may be made.</p>
<p><b>Repair – KS1 &amp; KS2</b></p>	<p>A restorative conversation should take place before the next lesson.</p> <ul style="list-style-type: none"> <li>○ <i>What happened?</i></li> <li>○ <i>What were you thinking at the time?</i></li> <li>○ <i>What have you thought since?</i></li> <li>○ <i>How did this make people feel?</i></li> <li>○ <i>Who has been affected?</i></li> <li>○ <i>How have they been affected?</i></li> <li>○ <i>What should we do to put things right?</i></li> <li>○ <i>How can we do things differently in the future?</i></li> </ul> <p>An imposition is given if needed. (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
<p><b>Consequences</b></p>	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will be placed on a report card to monitor their behaviour. Whilst on report, they will also meet with SLT to discuss their behaviour.</p>

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 fortnightly by the Deputy Head, the Assistant Head – Wellbeing and the SENCO so that patterns can be quickly identified, and appropriate interventions made. Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

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)

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- 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 in to school to discuss the matter further.

## **Exceptional Circumstances**

### **Special Educational Needs**

We see these procedures as contributing toward achieving our aim to provide a happy working atmosphere. However, where an individual child's behaviour is clearly out of the scope of the 'Behaviour for Learning' policy due to Special Educational Needs, then the child might need additional support, such as a behaviour support plan or an individual reward system. In these circumstances, the following procedure has been used and agreed by staff:

- Discussion with the SENCO, the Deputy Head and the Assistant Head – Wellbeing regarding the needs of the pupil and appropriate strategies.
- Meeting with the parents to seek their co-operation and to agree an appropriate strategy;
- Talk to the pupil and set the targets.

If the difficulties persist an assessment of needs will be completed, and relevant agencies will be involved. Parents/Carer will be fully involved in the process and their input will be a clear focus in any plan for the child.

## **Exclusions**

### **Fixed Term Exclusion**

In situations where a pupil has committed a very serious breach of accepted behaviour, it may be necessary to suspend him/ her 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 the Headteacher or the Deputy Head – Academic 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.

***Always remember that a positive and encouraging carer will make a confident and happy child.***