

## Behaviour Management

<b>Contents:</b>	<b>Pages:</b>
Policy Statement	1 - 2
Procedures for Supporting Good Behaviour Management	2 – 3
Code of Conduct	3
Developing staff to promote good behaviour	3
Rewards	4 - 5
Sanctions	5 - 8
Physical Intervention and Corporal Punishment	9
Appendix (School Rules & Code of Conduct, Reflection Sheet)	10 - 11

### Policy Statement

Banstead Prep School recognises that good behaviour is more likely to be achieved when pupils are engaged and inspired, have positive relationships with those around them and are able to maximise their potential. 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 promote a consistent approach to classroom and behaviour management by all our staff: we believe that stimulated and happy pupils are generally well-behaved pupils and that key to good classroom management is our policy of making every lesson outstanding. If, on occasion, our pupils behave in a way which is contradictory to the school aims or potentially harmful or offensive to another member of the community, we act fairly but firmly.

To these ends, we seek to ensure that Banstead Prep School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding. In this context, Banstead Prep School is committed to rewarding good behaviour as well as using appropriate sanctions where behaviour falls short of the high standards expected.

Serious breaches of the expected standard of behaviour are recorded in the Serious Sanctions Record which is stored electronically and reviewed regularly by the Deputy Head and the Head of School so that patterns can be quickly identified and appropriate interventions made.

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

- Any deliberate actions likely to bring the school into disrepute

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

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 Prep 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*.

Mr Abbott (Deputy Head) is responsible for overseeing the management of behaviour issues in the School. Mrs Sarah Nunn (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 policy applies to all pupils, including EYFS, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit.*

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 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

*This document is reviewed by the Deputy Head and the Head of School annually, or as events or legislation change requires. The next scheduled date for review is September 2019.*

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.

## **Procedures for Supporting Good Behaviour Management**

### **General Expectations**

It is expected that all members of the school community will conduct themselves at all times in a considerate, tolerant and co-operative manner so as to provide an environment in which everyone feels happy, safe and secure. Importance is attached to courtesy, integrity, good manners and respect for others 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

With this in mind, Banstead Prep 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.

All pupils are expected to obey the School Rules and adhere to Health and Safety regulations. Members of staff are required to apply consistent standards in ensuring that appropriate behaviour and adherence to the School Rules are maintained; we expect pupils and staff to show respect to all members of the community and their property. Example is potent, and discipline should not be left to others; **all staff need to be actively involved in promoting good behaviour and ensuring that any unacceptable behaviour is addressed.**

### **Code of Conduct for pupils**

This was written with the Pupil Parliament, following discussion in Form Time. Pupils are introduced to the Code when they join the School and reminded of it regularly. The Code is printed in the children's planners and is displayed in all classrooms and around the school.

### **Developing staff to promote good behaviour:**

Teachers at Banstead Prep School are expected to maintain good order and an effective learning environment in and out of the classroom. At the heart of effective classroom management lies good lesson planning and engaging teaching techniques and regular observations help staff to hone their practice. All staff are all made aware of this behaviour and discipline policy and are expected to set a good example and challenge poor behaviour or discipline. Teachers who have any concerns about classroom management should speak to a member of SLT to get support.

Changes to, or clarifications of, this policy are highlighted in routine staff meetings, and key points communicated through the Daily Bulletin. The Behaviour Management Policy must be read by staff and is brought to the attention of unpaid volunteers, including those who accompany a school trip or visit. In addition, the responsibility for promoting good behaviour does not lie solely with teaching staff; our support staff are just as important in fulfilling this role. We run routine training for all our staff, and it is made clear to them that any breaches of discipline should be reported to a senior member of staff.

## **Rewards and Sanctions**

Achievements in and out of the classroom are all deemed equally important including achievements outside of the school and we encourage children and parents to share such news with us. We also seek to identify achievements that require long term effort rather than just instant gratification – e.g. consistently practising a musical instrument or sporting skill.

## **Acknowledgement**

Verbal acknowledgement and encouragement are used generously when appropriate. Staff are encouraged to share the achievements of pupils with other staff. This helps everyone to help understand the whole child and each individual's gifts, talents and successes. It is often the breadth of our education which helps to build a pupil's confidence, self-esteem, motivation and sense of belonging in the community.

### **Rewards:**

#### Praise

Praise is given frequently and is an essential part of the fabric of the school day.

#### Stickers

Teachers use such acknowledgement freely and for many pupils a sticker can be the highlight of their day/week.

#### House point tokens

House Point tokens help to motivate individual pupils and help them to see their contribution to the wider community in their house. They are used to inspire and motivate or to build confidence and self-esteem whilst instilling a sense of team work. They can help others to identify what is required to attain such recognition. They are used freely and more than one can be awarded for exceptional occasions but care needs to be used to ensure they are valued and not devalued. Members of staff can use their own judgement as to when it is appropriate to give House Point tokens and how many to give within the general framework above. Guidance can be sort from the SLT.

House point tokens are awarded for effort in all areas, for reliability, helpfulness and other commendable behaviour. House points are totalled weekly (collected by the House Leaders). At the end of each week House Point totals are shared in assembly and each term the House gaining the most points is presented with the House cup.

#### Celebration Assemblies

A weekly celebration assembly acknowledges House Point total, Commendation Badges, Star of the Week, sporting events, music certificates and other accomplishment outside of school.

#### Commendations and Badges

Commendations reward particular effort or achievement across the curriculum. 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.

#### Commendation Badges

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

#### 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 Banstead Prep 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.

#### **Sanctions**

Punishment of the whole class or whole school is inappropriate unless there is a mainly whole class or school problem. Sanctions are confined to the individual children concerned and will be appropriate to the misbehaviour and will vary in severity.

When dealing with misbehaviour we stress that it is the behaviour that is unacceptable, not the child. Pupils must realise that in using the sanction, the member of staff is disapproving of the 'action' not the pupil.

Behaviour at Banstead Prep is supported and encouraged by positive reinforcement eg good behaviour is acknowledged and rewarded. However, there are occasions when sanctions are required and this policy outlines the sanctions system and processes. All incidents should be treated fairly and dealt with so that the pupil who is being sanctioned understands why that is happening and has gained some learning and development from the incident.

**Minor Misdemeanours:** In the first instance, minor misdemeanours in class (such as calling out) are dealt with by the Class/Subject or Form Teacher. Issues such as missing kit, homework or possessions are dealt with by positive reinforcement (gain house points).

**More Serious Misdemeanours:** If any inappropriate behaviour continues or the incident is considered to be a more serious misdemeanour, the Class/Subject or Form Teacher will send the pupil to another classroom or miss part of play time for 'Reflection Time'. During this Reflection Time, the pupil will complete a Reflection Sheet in which they will consider 'What went wrong? Why did it happen? and What will I do next time?' Once completed the pupil will return to class or the playground. The Form Teacher will keep the Reflection Sheet and could consider contacting parents if it was felt appropriate. The Teacher will also complete note on iSAMS so that a record of behaviour is kept for future reference. Form Teachers and the Deputy Head will monitor iSAMS and any pupil regularly requiring Reflection Sheets (three in one term) will be tracked using a Report Card and parents will be contacted.

This sanction could also be used for incidents outside the classroom where a Class/Subject or Form Teacher considers the pupil will benefit from some Reflection Time. The pupil must always be sent to a class nearest in age to their own; the sanction requires the pupil to be reflective and not humiliated.

If a pupil fails to complete the expected amount of class work the work can be given to finish in catch-up time during playtime, break time or golden time.

**Serious Misbehaviour:** Any behaviour which the Class/Subject or Form Teacher believes is more serious (eg inappropriate / rude language, disruptive / dangerous behaviour, disrespectful attitude / manner) will be sent directly to either the Deputy Head or Assistant Head – Pastoral, or the Head of Pre Prep if regarding an EYFS pupil. They will then talk to the pupil about their behaviour and parents will be contacted. A note will also be completed on iSAMS as a record. At this point, SLT may decide that the pupil will benefit from a 'Report Card' to monitor behaviour and praise appropriate and improved behaviour.

**Very Serious Misbehaviour:** For any behaviour that is very serious (eg bullying, physical or verbal abuse) the pupil will go directly to the Head of School. The Head will discuss the pupil's behaviour and parents will be contacted. At this point, an internal or external exclusion could also be imposed.

Finally, as a last resort, after all other avenues have been explored with pupils, staff and parents and a child continues to ignore all warnings and show by repeated or by criminally unacceptable behaviour that they are simply unprepared to accept the School's expectations of acceptable behaviour, the School reserves the right to ask their parents to take him/her away from the School.

**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.

**Permanent Exclusion:** The Head may, at her discretion, exclude a pupil permanently from the School if she considers that the child's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and in the reasonable opinion of the Head, the exclusion is in the School's best interests or those of the child or other children. The Head will act fairly and will not permanently exclude a pupil other than in grave circumstances.

**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



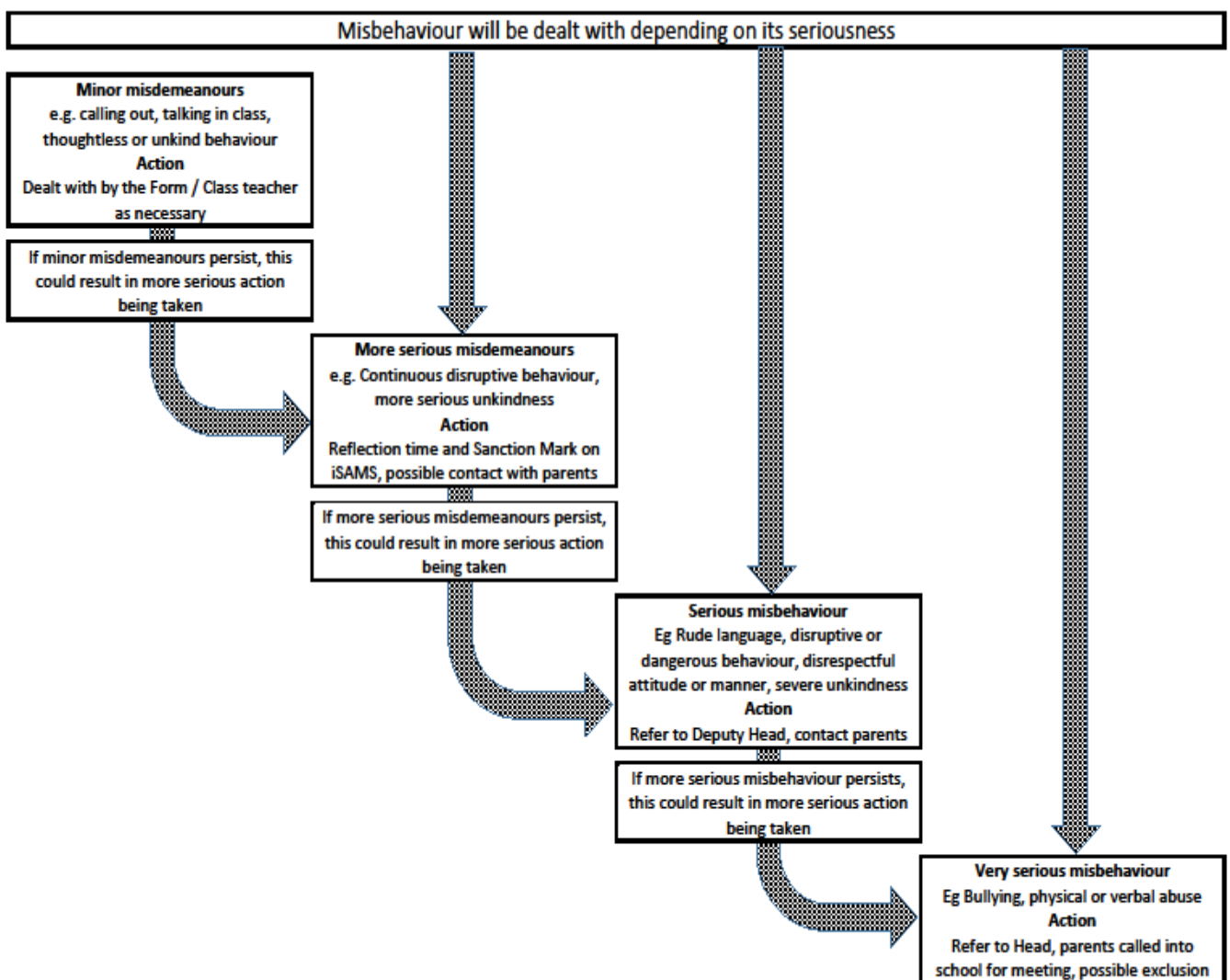


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unreasonable and affects or is likely to affect adversely the child's or other children's progress at the School or the well-being of school staff or to bring the School into disrepute. Should the Head exercise the above rights, parents will not be 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.



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### **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 Head, or Head of Pre Prep 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 Prep - **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.

Corporal punishment in any form is never acceptable at Banstead Prep. 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.***



## **PUPIL CODE OF CONDUCT**

**B**elieve in yourself, you are special!

**A**lways try your hardest.

**N**ever give up.

**S**peak when it's your turn; listen carefully when others are speaking.

**T**reat others as you would like to be treated.

**E**veryone is unique: we celebrate this.

**A**lways include other people.

**D**o keep your hands and feet to yourself.

**P**lease and Thank you are wonderful words, use them all the time.

**R**unning is for the playground, remember to walk around school.

**E**ven when it's hard, keep on trying.

**P**lay kindly with others and **HAVE FUN!**





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## Reflection Sheet

What Went Wrong?

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Why did it happen?

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What will I do next time?

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