



BEHAVIOUR (PREPARATORY SCHOOL) POLICY

1. Introduction

- 1.1. This policy informs practice in the Preparatory School and for Prep School Boarders only. See also "Behaviour (Nursery) Policy", "Behaviour (Senior School) Policy" and "SEND (Special Educational Needs and Disabilities) Policy."
- 1.2. This policy is informed by the 'Education and Inspections Act 2006', 'Equality Act 2010', 'Behaviour and Discipline in Schools: a Guide for Headteachers and School Staff 2011', 'Preventing and Tackling Bullying 2011' and 'Working Together to Safeguard Children March 2015', 'Keeping Children Safe in Education September 2018.'
- 1.3. Every organisation depends upon people behaving in certain ways to achieve its ends and aim. The key aim of Claremont School is to ensure that all children are given a wide range of opportunities to enhance their academic, social, moral and spiritual development. To this end, Claremont School believes in offering a stimulating, calm and purposeful atmosphere which fosters effective teaching and learning. Good behaviour makes effective teaching and learning possible and bad behaviour disrupts this process. Thus, in order to fulfil their learning potential children need an environment which embraces good behaviour, politeness, helpfulness and care for others and the surroundings. This we believe is achieved through positive relationships of mutual respect among all members of the school community.
- 1.4. With this in mind, this policy for behaviour is a set of agreed principles and processes which guide and facilitate decisions and actions taken by the staff at Claremont School with respect to the management, monitoring, rewarding and sanctioning of pupil behaviour. The policy aims for coherence and harmonisation, but not uniformity. Hence, to treat children fairly we do not, by definition, believe that this necessarily involves treating them all the same.
- 1.5. In accordance with the Education and Inspections Act 2006 a penalty must be proportionate within the circumstances and account must be taken of the

pupil's age, any SEN or disability they may have and any religious requirement affecting them.

1.6. This policy acts as a flexible framework and a working document to facilitate awareness and understanding on the part of staff, parents and pupils with respect to the aims, intentions, practices and policies which guide the management of pupil behaviour at Claremont. The policy is underpinned by 5 key principles, in that it is:

1. Policy - offering scope for acknowledgement, recognising and rewarding incidences and evidence of desirable and 'good' pupil behaviour (as well as sanctions and practices for addressing undesirable aspects of pupil behaviour).
2. Predictive - in that it is able to anticipate and avoid areas of potential difficulty and conflict with respect to the management and support of pupil behaviour.
3. Proactive - providing processes and practices which actively involve staff and pupils in discussing together the theme of 'behaviour' in an open and proactive manner.
4. Collectively designed, owned and implemented - allowing all staff opportunities to input and contribute to the policy and practices (thus broadening its collective ownership), throughout their design and implementation.
5. Clear and accessible to all - its aims, intentions and practices being clear to all staff, pupils and parents and available freely for discussion, consultation and modification.

2. Boarding House

- 2.1. We strive to make the Boarding House a place where people can feel safe and where people are thoughtful and courteous towards others. Members of the boarding community will make sure that words, actions and behaviour show respect for the feelings and wellbeing of others.
- 2.2. Whilst living in the house, students must respect and abide by the house rules. The house rules have been devised by the boarders. If behaviour is deemed inappropriate, students will be grounded in their room and parents/guardians may be informed. Such behaviour, if repeated, will be dealt with by a temporary exclusion from the house. Examples of inappropriate behaviour include swearing/defying duty staff/bullying/abuse/damage to property, failure to complete prep, returning late without permission, going offsite without permission etc.
- 2.3. Students are allowed to be invited into another student's room within their corridor. Being found in the room or corridor of the opposite sex may result in immediate permanent exclusion. If students need to use another corridor for any reason, permission must be received from the duty staff.

3. The Claremont Code of Conduct

- 3.1. Each classroom at Claremont actively displays the Claremont Code of Conduct. The Code of Conduct states:
“It is important that we, at Claremont, value good behaviour and are seen consistently to do so through being:
- Careful, kind and considerate
 - Polite and friendly
 - Helpful to one another
 - Hard-working and well-mannered
 - Respectful of each other
 - Respectful of our school uniform
 - Respectful of the school and its surroundings
 - Respectful of our own and other people’s property.”

4. Classroom Expectations of Pupils

- 4.1. Classrooms are the children’s place of work and should therefore provide a safe, calm, stimulating environment where successful and enjoyable learning can take place.
- 4.2. Children should thus start the lesson by waiting quietly outside the classroom until asked to enter by the member of staff. They should enter in a sensible manner and prepare the appropriate equipment needed for the lesson as well as ensuring that their dress is as it should be. They should sit quietly when asked to do so by the teacher.
- 4.3. During the lesson, to be fair to all children and to give all an equal chance to participate, children should put their hand up before they speak. Calling out can often be distracting and detrimental to the education of others.
- 4.4. At the end of a lesson children are responsible for returning all equipment and any other resources used in the lesson to their rightful place and should wait to be dismissed.
- 4.5. Staff will end each lesson formally, ensuring that the children leave their lesson in a structured way, with their uniform as it should be.

5. Conflict Situations

- 5.1. With a positive and proactive approach to behaviour management and support, it is the aim of the staff at Claremont to minimise conflict situations, diffusing and pacifying demonstrations of agitated or aggressive behaviour as and when appropriate.
- 5.2. Claremont believes that through providing a positive and encouraging atmosphere in which the children feel valued and have a sense of security within clearly defined boundaries of good behaviour; children are less inclined to be disruptive or openly argumentative or combative.
- 5.3. Wherever and whenever possible, all staff should aim to avoid conflict situations through actively praising and rewarding the positive aspects of an individual child’s behaviour. Where behaviour is clearly inappropriate and a

pupil reacts negatively or aggressively to the intervention of staff, the key aim is to ensure that the pupil is dealt with in a fair, firm, calm and consistent way. To assist in the fair and consistent management and support of pupil behaviour (including conflict situations) all staff are thus encouraged to be collectively proactive in the use of the rewards and sanctions system at Claremont.

6. Fundamental Principles

Consistency across staff, fairness and clarity of application

- 6.1. It is very important that a high degree of consistency among staff is maintained in the monitoring, rewarding and sanctioning of pupil behaviour. This not only helps to avoid teacher/pupil conflict but lends coherence and weight to the behaviour policy and practices as a whole. Consistency among staff and co-operation to work towards the positive goal of effective behaviour management will help pupils to feel that they are being treated fairly. It is therefore vital that all teachers are aware of and actively employ the agreed practices of this policy when giving pupils rewards for behaviour or when applying sanctions.
- 6.2. Punishments should make the distinction between minor and more serious misbehaviour clear to pupils and should be fairly and consistently applied. Reprimands should be sparingly and consistently applied. We should try to separate the behaviour from the child and criticise the behaviour and not the person (i.e. it is the behaviour that is silly or inappropriate, not the pupil).

Use of Praise

- 6.3. A very important and effective reward is teacher praise and to be effective this must be seen to be handed out often, fairly and with justification. It is vital that the positive aspects of praise and reward should be emphasised and that there should be a wide range of rewards accessible to pupils of all abilities for demonstrating good behaviour, as well as academic achievement.
- 6.4. This praise can be furthered by children being awarded stars, Commendations or, in the case of exceptional work (for the child concerned) a Headteacher's Commendation.
- 6.5. Displaying children's work increases their self-esteem and confidence which tends to further success. It is therefore the job of all staff to ensure that classroom and corridor displays are regularly changed and updated reflecting the work of children across the entire age and ability range as an active encouragement to pupils.

7. Zero tolerance at Claremont

- 7.1. The school has adopted a zero-tolerance approach to the following:
 - Bullying
 - Stealing

- Violence

7.2. Pupils who are found to have been bullying, stealing, or have inflicted violence on someone else **should expect an exclusion**: either fixed term or permanent, depending on the severity of the infraction.

Dealing with children who break the Code of Conduct

7.3. In the classroom:

1. Verbal warning. Please stop that behaviour. Name on board.
2. Another verbal warning and a stripe.
3. Teacher detention (tell Form Teacher) 5 stripes. Teacher informs Form Tutor. Form Tutor makes a call home. N.B. Form Tutor puts child on report if misdemeanour continues (refer to Mrs Ackerley or Mrs Castro – Heads of Pastoral). Report is checked daily by Form Tutor.
4. Remove child; call duty member of staff (via the School Office) who collects the child for remainder of lesson and informs Form Tutor/Head of Pastoral and a Friday Detention will be given (10 stripes). **N.B.** Certain behaviours may lead to an instant escalation to the more serious sanctions (step 3 or 4) at staff discretion, for example spitting, aggression.
5. If there is no improvement when a child is on report or the report is not completed properly then the Head of Pastoral will monitor in close conjunction with parents and a further Friday Detention may be given.

7.4. Outside the classroom:

1. Verbal warning and outline of consequences. Please stop that behaviour.
2. Repeated bad behaviour (1 stripe). Inform Form Tutor who will see if this is part of a repeating pattern and may refer to Head of Pastoral.
3. Teacher detention (5 stripes). Phone call home by Form Tutor who may put the child on behaviour report and will inform Heads of Pastoral. Keep child by your side until the end of break.
4. Poor behaviour on the minibus could result on the child being deprived of the ability to travel to school by minibus. This will always be reported to the Housemaster or Headteacher and will always be treated very seriously as this could constitute a danger/distraction to the driver. A letter for every misdemeanour will be sent home to parents with a warning.

7.5. Heads of Pastoral and Mrs Stoakley will decide further actions if poor behaviour continues at school:

- Friday detention may be repeated. A child could be placed on report. Parents seen by Mrs Stoakley.
- Pastoral Heads will see these children in order to help restore behaviour. This may be done on a regular basis in order to monitor and evaluate the effect of sanctions.
- Internal suspension will be the next sanction, accompanied by a letter home outlining the situation. A readmission interview will be held with

Mrs Stoakley. A behaviour plan and/or a report system may be instituted.

- 1, 3 or 5 day suspension at home, followed by individual behaviour plan and readmission interview.
- Full week suspension followed by readmission interview with parents and behaviour plan. This will always be accompanied by a final warning in writing.
- Recommendation for permanent exclusion.

7.6. Should the school determine that a child needs the support of a dedicated Teaching Assistant (INA) or chaperone, for behavioural or academic reasons, this will be at the expense of the parents.

8. Behaviour Monitoring, Rewarding and Sanctioning: The Star System (Rewards and Sanctions)

8.1. A system of 'stars' and 'stripes' to encourage good work and behaviour.

Stars, Commendations and Head's Commendations

8.2. Stars (worth one house point each) should be awarded for instances of good behaviour around the school or for work that displays high levels of effort or achievement up to the award of 5 stars, at which point a 'Commendation' will be awarded. Pupils may be asked to show the Head their work. Outstanding examples of conduct or work will earn a Headteacher's Commendation (10 stars), resulting in a postcard being sent home, given to the child by the Head when she sees the evidence of their success.

Stripes

8.3. A stripe will result in the removal of one house point and are awarded for instances of negative behaviour (e.g. repeated untidiness, talking in class, lack of homework).

8.4. More serious examples of negative behaviour (e.g. rudeness, dangerous behaviour) will result in a Teacher Detention and the loss of 5 house points. A Teacher's detention, of up to 15 minutes will occur at the earliest opportunity and the Form Tutor will be informed.

8.5. If a Friday Detention is given this will result in a sanction of 10 stripes. The Form Tutor and Heads of Pastoral will also be informed.

7.6 Pupils who accumulate stripes during the term through repeated infractions will incur the following sanctions:

| | | |
|-----------------|---|---|
| 5 stripes | = | 1 teacher detention (Form teacher to phone home) |
| 10 stripes | = | 1 Friday detention, letter home, report card |
| 15 stripes | = | One internal suspension, letter home, meeting with parents, report card |
| 20 stripes plus | = | External suspension for one day, letter home, meeting with parents to discuss pupil's future at Claremont |

Reinforcement of Rewards and Sanctions

- 8.6. All awards, both positive and negative, are given electronically. Form Tutors are alerted when pupils in their form receive Commendations, Headteacher's Commendations, Teacher's Detentions and Friday Detentions and so reinforce the award appropriately.
- 8.7. The pupils' strong loyalty to their house is exploited (through the adding and taking away of the relevant house points) and house staff will also follow up the award of more serious rewards and sanctions to children in their houses.
- 8.8. Pupils who are awarded 'Commendations' and 'Headteacher's Commendations' are recognised in assembly weekly, the leading point scorers for each house receive certificates termly and a cup on Speech Day. In addition, yellow, green and red spots are awarded for 25, 50 and 100 points respectively. Bronze, silver and gold stars are awarded for 125, 150 and 200 house points respectively.

| Stars | Stripes | REWARDS | SANCTIONS |
|--------------|----------------|---|--|
| | | Example of Behaviour Displayed | Example of Behaviour Displayed |
| 1 | | <ul style="list-style-type: none"> • Helpfulness • Good work • Good manners • Thoughtfulness | <ul style="list-style-type: none"> • Name on board • Ignoring instructions • Poor language • Running in corridors |
| 5 | | COMMENDATION/ GOOD WORK CLUB <ul style="list-style-type: none"> • Excellent work (individual piece or sustained effort) • Acts of kindness • Support of School (e.g. Open Day, Man of Match) • Sportsmanship | TEACHER DETENTION <ul style="list-style-type: none"> • Repetition of above • Three warnings in class • Poor behaviour in playground /meal times/lesson • Unkindness • Non-completion of prep |
| 10 | | HEAD COMMENDATION / LETTER HOME <ul style="list-style-type: none"> • Outstanding work • Outstanding leadership • Outstanding positive initiative • Independent work | FRIDAY DETENTION/ LETTER HOME <ul style="list-style-type: none"> • Ignoring third warning in class • Gross unkindness • Repeated non-completion of prep • Rudeness to staff |
| 15 | | | INTERNAL EXCLUSION <ul style="list-style-type: none"> • Repeated disruptive behaviour in lessons • Refusal to carry out reasonable request from a member of staff. |

| | |
|-----------|---|
| 20 | EXTERNAL EXCLUSION |
| | <ul style="list-style-type: none">• Bullying• Theft• Violence |

8.9. Sanctions in the Boarding House broadly follow either Prep or Senior School behaviour guidelines. In addition, Boarders may be gated or close gated during evening periods or, for more serious offences, be denied trip privileges.

9. Behaviour Support System

Report System

- 9.1. Pupils whose work or behaviour has caused particular concern will be placed 'on report'. This requires a form to be taken to all lessons for up to one week, but usually for a day or two and a signed comment made by each member of staff about the behaviour of the pupil. Targets on the front of the form, linked to the particular behaviour that has caused concern and agreed with the pupil, will guide the teachers' comments.
- 9.2. The form should be taken home for parents or matrons to sign every evening and presented to the member of staff who is overseeing the report each morning.
- 9.3. The reporting system has three levels:
- Level 1: Form Tutor
 - Level 2: Pastoral Head
 - Level 3: Headteacher or Housemaster
- 9.4. Pupils who manage to obtain positive comments within an agreed period on a Tutor's or Matron's report will exit the reporting system. Pupils who show little or no improvement in their behaviour will move to the higher level. This is rare, as pupils are generally well motivated to obtain immediate positive feedback on the form. See below for more details.

10. Staff Guidance

10.1. Whilst there will naturally be some variation of the level at which staff reward pupils or issue sanctions, it is important that a degree of consistency is maintained. Both rewards and sanctions can be devalued in the eyes of the pupils if they are inconsistently applied.

Concerns

10.2. Should staff develop a concern regarding a child, either because of particular behaviour, through conversation or for any other reason; this concern can be brought to the attention of the Form Tutor. Children with SEND may need to have additional support to ensure suitable behaviour. See the "SEND (Special Educational Needs and Disabilities) Policy".

10.3. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering or may suffer significant harm. Where this is the case, school staff should follow the “Safeguarding and Child Protection Policy”.

Monitoring

10.4. All rewards and sanctions are automatically and electronically logged. The pupil’s own points record and the house totals are also automatically updated.

10.5. Stars and stripes can be accessed by all staff. Weekly summaries allow the level of awards to be monitored. Children with excessive numbers of stripes are seen on a weekly basis and help is given by staff where needed.

Recording

10.6. All awards and house points are stored for the current term and are then archived. Pupils’ scores, referrals and concerns for the previous term can be recalled and viewed for comparison or tracking purposes.

11. Transition

11.1. Transition programmes between Key Stages pay close attention to behaviour management including adding extra pupil support.

12. Liaison with Parents

12.1. Records of liaison with parents regarding poor behaviour should be made and a note kept in the pupil file. Electronic records should be sent to the relevant Head of Pastoral, who will store these appropriately. Parents should be kept informed of any sanctions taken. This will include sanctions given in the Boarding House and Housemaster.

It is also important for staff to contact parents for positive reasons outlining good work and behaviour. Where behaviour requires external intervention, counselling can be arranged.

13. Policy Owner

13.1. The policy owner is Mrs Abra Stoakley

14. Issue Date

14.1. Issue date: September 2018

15. Review Date

15.1. This policy will be reviewed annually. The next review is due in September

Principal Signature:



Mr G Perrin

September 2018