



Behaviour (Prep) Policy

School Division: Prep School

Policy Division: General

Policy Owner: Head of Prep School

Date: January 2020

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’, ‘ Searching, Screening and Confiscation, 2018’, ‘Preventing and Tackling Bullying 2011’ and ‘Working Together to Safeguard Children March 2015’, Keeping Children Safe in Education September 2019.’
- 1.3. Every organisation depends upon people behaving in certain ways to achieve its aims. 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 the 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 disadvantage 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 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 are shared with boarders through their induction programme when they join the house. They are detailed in the boarding handbook that is sent to every boarder's family ahead of the start of the academic year or on joining. Copies are available in the boarding house for reference. Boarders are frequently reminded of the expected standards during their weekly boarding meetings. A range of sanctions and rewards are in operation to ensure boarders follow those principles (outlined in the Boarding Behaviour policy) 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. The appropriate use of ICT at the Boarding House is outlined in the Acceptable use of ICT in Boarding policy.

- 2.3. If behaviour is deemed inappropriate, students will be sanctioned and parents/guardians may be informed based on the severity and frequency of the infraction. Serious breaches of the boarding code of conduct may lead to a temporary exclusion from the house.
- 2.4 The use of ICT within the boarding house must be in line with the Acceptable use of ICT in Boarding Policy. Sanctions for unsuitable use of ICT will be decided after consultation between the Prep School Headteacher and the Director of Boarding.

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 all pupils conduct themselves in a respectful manner that benefits all members of the school'.

We will demonstrate respect:

- Be hardworking and well mannered
- Follow instructions from school staff first time
- Take care of our own and other people's property
- Show tolerance and kindness to all within school
- Look after the facilities and surroundings

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 each 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.
- 5.2. Claremont believes in providing a positive and encouraging atmosphere in which 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. Sanctions 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 eg. 'Please stop that behaviour'. Name on board.
2. Another verbal warning and 1 Stripe.
3. Teacher detention 5 stripes. Teacher informs the Form Tutor. The Form Tutor makes a call home.
4. Remove child; call member of SLT (via the School Office) who will collect the child for the remainder of the lesson and inform the Form Tutor and Head of Pastoral Care. 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. All rewards and sanctions must be recorded on Engage.
6. If undesired behaviour continues, the child will be put on report to their Form Tutor (after consultation with Mrs Pena, Mr Cook or Mr Slattery – Heads of Pastoral Care). The report will be checked daily by the Form Tutor and **by a parent**.

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. After this process, the Deputy Head, Pastoral will review the behaviour of the child and decide whether further support and or intervention is required.

7.4. Outside the classroom:

1. Verbal warning and outline of consequences. Eg. '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 Care.
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. The child may be directly supervised until the end of break.
4. Poor behaviour on the minibus could result in the child being suspended from using the school transport service. This will always be reported to the age appropriate Head of Pastoral Care. Such behaviour will always be treated very seriously as this could constitute a danger/distraction to the driver. A letter for each incident will be sent home to parents with a warning.

7.5. Mr Bunker will decide further action if poor behaviour continues at school:

- Friday detention may be repeated. A child could be placed on report. Parents seen by Mr Bunker or Mrs Ackerley. 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.
- 1, 3 or 5 day fixed term exclusion at home, followed by individual behaviour plan and readmission interview.
- Full week fixed term exclusion followed by readmission interview with parents and behaviour plan. This will always be accompanied by a final warning in writing.

When the sanction has been an Internal suspension or fixed term exclusion at home, a phone call home will be made to outline the situation (with a letter home as record). A readmission interview will be held with Mr Bunker or Mrs Ackerley, during this time, appropriate restorative practices will be put in place. These may include mentoring or compulsory attendance to an appropriate workshop. A behaviour support plan and/or a report may also be instituted.

7.6 Recommendation for permanent exclusion:

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. There is a system of 'Stars' and 'Stripes' to encourage good work and behaviour. These rewards and sanctions are recorded on Engage at the earliest opportunity by the awarding teacher.

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 he sees the evidence of their success.

Stripes

- 8.3. A Stripe will result in the removal of one house point and are given 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 during a break at the earliest opportunity.
- 8.5. If a Friday Detention is given this will result in a sanction of 10 Stripes. The Head of Pastoral and Deputy Head, Pastoral will also be informed.
- 8.6 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 |
| One internal suspension | = | Letter home, meeting with parents, report card |

Fixed term exclusion for one day, letter home, meeting with parents and attendance to a relevant restorative workshop within school

If the pupils behaviour does not improve then parents maybe invited to discuss their child's future at Claremont

Reinforcement of Rewards and Sanctions

- 8.7 All awards, both positive and negative, are recorded on Engage. Form Tutors are alerted when pupils in their form receive Commendations, Headteacher's Commendations, Teachers Detentions and Friday Detentions and so reinforce the award appropriately.
- 8.6. The pupils' strong loyalty to their house is promoted (through the adding and taking away of the relevant house points)
- 8.7. 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.

The following table provides a guideline to the sanctions set within school. Before a sanction is given, staff will consider the SEND status of the pupil and previous misdemeanors.

GUIDELINES SANCTIONS			
In school and on school transport			
Stars	Stripes	REWARDS	SANCTIONS
		Example of Behaviour Displayed	Example of Behaviour Displayed
1		<p><u>STAR</u></p> <ul style="list-style-type: none"> ● Helpfulness ● Good work ● Good manners ● Thoughtfulness 	<p><u>STRIPE</u></p> <ul style="list-style-type: none"> ● Ignoring instructions after warning (name on board) ● Poor language (swearing) ● Unkindness ● Running in corridors ● Non completion of prep (after one warning written in diary) ● Uniform not adjusted after warning by teacher eg. trainers, shirt out.
5		<p><u>COMMENDATION/ GOOD WORK CLUB</u></p> <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 	<p><u>TEACHER DETENTION</u></p> <ul style="list-style-type: none"> ● Repetition of above ● Provocation ● Continued poor behaviour after Stripe given. <ul style="list-style-type: none"> ● Poor language (swearing towards another pupil) ● Repeated unkindness after warning from staff ● Non-completion of prep on two occasions. .
10		<p><u>HEAD COMMENDATION / LETTER HOME</u></p> <ul style="list-style-type: none"> ● Outstanding work ● Outstanding leadership ● Outstanding positive initiative ● Independent work 	<p><u>FRIDAY DETENTION/ LETTER HOME</u></p> <ul style="list-style-type: none"> ● Continued poor behaviour after TD given. ● Gross unkind behaviour. ● Dangerous behaviour on bus

		<ul style="list-style-type: none"> ● Repeated non-completion of prep even after attending homework club. ● Rudeness to staff eg. swearing ● Refusing to carry out a reasonable request from a member of staff.
		<p><u>INTERNAL EXCLUSION</u></p> <ul style="list-style-type: none"> ● Repeated disruptive behaviour ● Physical force towards another pupil ● Repeated refusal to carry out a reasonable request from a member of staff.
		<p><u>EXTERNAL EXCLUSION</u></p> <ul style="list-style-type: none"> ● Bullying ● Theft ● Physical force towards another pupil - intention to harm

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

9.0 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 at least one but no more than two weeks. Targets linked to the particular behaviour(s) that have caused concern are discussed and agreed with the pupil and written on the front of the Report. These targets will guide teachers comments.

9.2 The Report 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: Deputy Head Pastoral/Matron or House Master

9.4 Pupils who manage to obtain positive comments within an agreed time whilst on

Report 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 high 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 All staff 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”.

Power to search without consent

11. Searches without consent may take place if any item which is banned from school is suspected to be held by a pupil. Prohibited items include stolen items, inappropriate images, or any article likely to be used to commit an offence, cause personal injury or damage to property;

Monitoring and Recording

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

12.1 Stars and Stripes can be accessed by all staff. With supervision from Form Tutors, the numbers of Stars and Stripes is recorded in the child’s diary. The weekly monitoring of awards fosters close communication between home and school so that rewards can be celebrated and sanctions monitored. Children with excessive numbers of stripes are seen on a weekly basis and help is given by staff where needed.

12.2 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.

Transition

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

Liaison with Parents

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

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

1. Policy Owner

- 1.1 The policy owner is Head of Preparatory School

2. Issue Date

- 2.2 Issue date: January 2020

3. Review Date

- 3.1 This policy will be reviewed annually. The next review is due in January 2020.