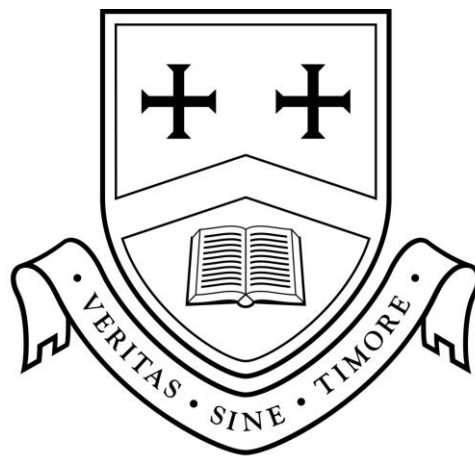


Prep School Behaviour Policy



CATERHAM
PREP

Policy Author: Annie Ingrassia, Deputy Head

Date reviewed by Author: September 2021

Next review due: September 2022

Policy Statement

Caterham Prep School recognises that good behaviour is more likely to be achieved when pupils are happy, 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 as outlined in The Caterham Way.

To this end we seek to ensure that Caterham 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 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. Caterham Prep School does not permit corporal punishment during any activity whether on or off the school premises.

This policy applies to all pupils, 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. It is available to all interested parties (including volunteers and those supervising co-curricular activities or accompanying school trips) via the school's website or on request from the School Office.

Ben Purkiss, Head of the Prep School, is responsible for overseeing the management of behaviour issues in the Prep School and the EYFS setting. Annie Ingrassia, Deputy Head of the Prep School is responsible for the day to day management of behaviour issues, including implementing sanctions for low level matters.

Aims of the policy:

To promote an environment where all members of our community feels safe, happy, valued and respected, following The Caterham Way

To support a caring community where all are treated fairly, with values built on mutual trust and respect

To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way

To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the school and wider community

To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently

To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently

This document should be read in conjunction with the following policies and documents:

Safeguarding
Policy
Policy Drugs
Policy
Exclusions, Expulsion, Removal and Review Policy
Anti-Bullying Policy
Online Safety Policy
Admissions
Policy KCSIE 2021
The Equality Act 2010

Policy Procedure

Introduction

At Caterham Prep School we work in partnership with parents to facilitate and encourage good behaviour. 'The prime responsibility for bringing up children belongs to their parents', but at school, we have a privileged responsibility to 'work with and support parents in caring for their children' *Learning behaviour: Lessons learned*, Steer (2009).

We aim to fulfil our responsibility through consistent modelling of good behaviour; through dynamic and effective learning and teaching through the teaching of behaviour strategies and a fairly administered system of rewards and sanctions. We encourage self-discipline and attitudes of tolerance, honesty, reliability and perseverance. These are reinforced through our culture of Growth Mindset and our wellbeing programme.

'Help Children Achieve More', 2012, underpins the school's philosophy and aims. We aim to work closely with all those involved in the lives of our pupils in a supportive and cooperative fashion.

1. A consistent approach to promoting good behaviour

All members of staff, including all support and bursarial staff, are aware of this policy and have worked on it together to create strategies and courses of action which reflect the ethos of the school and work on a day to day basis, through The Caterham Way.

As part of the school's Continual Professional Development policy (CPD) training for staff about behaviour management is held regularly; sometimes by external providers. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the school and the expectations of behaviour which are held.

We have an empathetic and supportive Tutorial system. Pupils know they can approach their Form Tutor, or any member of staff with whom they feel comfortable. Pupils know that staff will listen and act fairly. Posters are in Form Rooms and around the school which signpost this.

New children to the school are 'buddied' with a peer to help them through the routine of the first few weeks and also through the expected norms of behaviour. Year 6 pupils are paired with Year 3 pupils nominally to encourage their reading skills. This develops each year into an informal buddy system and the Year 3 pupils benefit from being able to approach the oldest

pupils easily and with confidence. Year 6 pupils also help younger pupils in the playground and lunch hall.

All pupils should be wearing school uniform. If a member of staff notices that pupils repeatedly flout the uniform, or who fail to dress smartly they should speak to them in the first instance and then report it to the Deputy Head.

Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Head of Learning Support and staff. Information is disseminated efficiently via ISAMS, meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing problems. Strategies are agreed with parents, and are put in place for the management of the pupil's behaviour, and regularly evaluated. All staff are made aware that The Equality Act (2010) requires schools to make 'reasonable adjustments' for pupils with SEND when implementing the behaviour policy.

The character of the buildings adds to the traditional ethos of the school and to its family orientated atmosphere. Where new buildings have been added they have been carefully and appropriately designed. All buildings are used, and internal and external communal areas such as corridors and the playgrounds are supervised carefully so as to promote good behaviour at all times. A rota is used for the netball courts in the Prep so as to give equal access to all age groups for ball games and space elsewhere for alternative pursuits. The children are encouraged to put away mobile equipment and toys and to store them safely. This promotes community spirit and responsibility.

The school's approach to a healthy diet and hydration helps to encourage good pupil behaviour. Nourishing food is available to all children at lunchtime. Age appropriate levels of choice are given and staff encourage children to eat balanced meals. At break time, biscuits and fruit are offered. Every child has a water bottle and is encouraged to keep themselves well hydrated. Children attending Prep Club have fruit as an after school snack.

2. School Leadership

The weekly staff Briefing (10:35am Monday mornings) ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concern about a pupil, advice and support are available from the Deputy Head, and Headmaster.

The Deputy Head works closely with the Form Tutors and the Pastoral team to monitor the behaviour of pupils. All incidents and communication with parents about pupils' behaviour are documented and forwarded to the Deputy Head. The Deputy and Headmaster are however kept informed about behavioural issues and are able to step into the procedure, if necessary, from a knowledgeable position.

Pupils' behaviour is monitored informally through feedback from parents to the Headmaster; through the Suggestions Committee and through Staff Meetings and Briefings, which are minuted. The Deputy Head keeps a 'reflection log' (see Sanctions) and an anti-bullying log and the Headmaster keeps a record of incidents of significant behavioural issues.

A Pastoral team comprising of the Deputy Head, Head of Learning Support, Head of Pre-Prep and the Prep School Nurse meet fortnightly to talk about children who have pastoral concerns or who are on the School's safeguarding register.

3. Rewards

The Caterham Way is our School code of conduct. The Caterham Way enshrines the values which the school believes to be most important in life. Pupils can receive House points/stars for positive behaviour. Rewards and sanctions are age appropriate and reflect the level of understanding of the pupil.

The Caterham Way
Treat others as you would be treated
Forgive
Look after belongings
Listen carefully
Be polite
Be kind and helpful
Play nicely and share
Be honest
Do your best to be your best self

Praise is frequently delivered verbally, may be written on a pupil's work, or given in the form of a Star (sometimes all three). Stars are awarded for good effort, good achievements or frequently for acts of kindness, help or good manners. Each pupil keeps a personal record, and is awarded accordingly with a badge for 25, 50 and 75 stars (for a 100 stars a certificate is awarded during assembly). Badges are returned at the end of each term. Star sheets are available in every Form and Classroom for the pupils to take. Each sheet contains five spaces for Stars to be entered by a member of staff. When the sheet has been completed, it is placed in the relevant House box outside the Library*

Stars are counted weekly, with 2 totals being kept – one for the individual and one for the House. The House totals are read out in Assembly on Monday morning and are displayed on the Stars board outside the front door, badges are also handed out at this time. A Junior (Years 3 & 4) and Senior (Years 5 & 6) Star Shield is awarded each year at Speech Day. Family prizes are awarded each term for siblings achieving the most stars and a Year 5/6 prize for pupils gaining over 50 stars is also awarded.

Each half-term there are two House meetings led by the Staff member in charge of the House, (and the two Year 6 House Captains). They encourage each House member to greater successes and praise all deserving pupils. Team spirit is fostered through inter-House competitions such as Music, and Sport, points are awarded and go towards the House total. At the end of each term, the winning House is rewarded by a special lunch and by having a home clothes day. A House Sports cup is awarded to the winning House at the end of each term. There is a good work Assembly every Friday where all good work (academic, music and sport, co-curricular or acts of excellence) is recognised and published in the Weekly Prep News.

Subject prizes are awarded for excellence and attainment in drama, academic, musical and sporting success and are presented at the end of the year at Speech Day. There are also awards for good service and modelling outstanding behaviour.

4. Sanctions

If a pupil's behaviour falls beneath the standard which could reasonably be expected of them, the school has the right to administer behavioural sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

Sanctions should

- impress on the pupil that their behaviour has not been acceptable and has not followed the Caterham Way which is our code of conduct
- deter the pupil from repeating that behaviour;
- assist in helping the pupil to make good choices in the future

Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. For instance punishing a whole class when only some pupils are guilty would not be acceptable. This helps in the process of a pupil accepting responsibility for their behaviour and helping them make good choices in the future. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood. Playground incidents are reported to Form teachers.

Pupils should be aware of the boundaries of acceptable behaviour. These are reinforced positively in Assemblies, Form Periods, Wellbeing lessons and constantly through reminders in The Caterham Way and the daily life of the school.

Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through. Sanctions such as sending a child out of the classroom or using words or actions that embarrass or humiliate a pupil are not accepted at Caterham Prep School. The school does not use corporal punishment.

If 'physical intervention' by staff is necessary, perhaps in a playground incident, staff may act to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)': this includes all pupils in the rest of the School. Incidents are recorded following clear procedures. Please refer to the School's Safeguarding Policy.

If a pupil's work or behaviour is deemed to be unsatisfactory, there are various sanctions in place to deal with the problem. When using these, the following points should be considered:

1. Any criticism should be constructive (what should have been done).
2. The pupil should be helped to understand why the work or behaviour is unsatisfactory.
3. Wherever possible improvement should be noted and praised.

Incomplete class or homework can be completed or redone at a weekly 'work session' during a lunch time. Teachers may refer pupils to this session if they deem the pupils' work to be below an acceptable standard.

Pupils' Behaviour

Playground: It is expected that pupils' behaviour outside the classroom is on par with behaviour inside the classroom, and the same rules apply. However, if poor behaviour is seen or reported then the playground supervisors may deal with the pupil verbally with a warning. Rough play will result in "time out" and if aggression persists the child concerned will be put in reflection. The playground supervisor may call for extra help from the Form Tutor in the first instance, or the Deputy Head in more serious cases. All incidents are reported to and monitored by the Deputy Head. Any incidents that need following up will be dealt with in dedicated pastoral time between 1:45pm and 2:05pm and will be managed by the Form Tutor.

In Class: Dealing with poor behaviour or conflict between pupils:

The first stage: Following the class rules of what constitutes unsatisfactory behaviour e.g. constant calling out, distracting other pupils, stopping others learning.

Class teachers implement a '3 strikes' warning thus giving the pupil time to rectify their behaviour. If the behaviour continues to be unsatisfactory, the pupil will attend 'reflection' with the Deputy Head. During this time, pupils will discuss

- why they think they are in reflection
- which part of the Caterham Way their behaviour did not adhere to
- what they could do differently next time

Their attendance is recorded in the Deputy Head's 'Reflection Log'

For children in Years 5 and 6 the three strike warning runs for a morning or afternoon session. It is the pupil's responsibility to inform the subject teachers if they have received a strike in a previous lesson that morning/afternoon. This helps track and monitor a pupil's overall behaviour through the day.

The second stage: If pupils are sent to reflection for a more serious reason, such as unkindness or name calling or if pupils attend reflection more than twice in two weeks it is recorded in their homework diary and parents are informed by the Form Tutor.

The third stage: If the issues continue the Deputy Head and Form Tutor will meet with parents and explain the situation. We strongly believe that working with families helps address behaviour issues in a positive manner. At this stage it may be appropriate for a target card to be issued to try and address the behaviour issue. An appropriate target is given and the pupil is made aware of the time scale that operates (usually weekly). A record is kept by the form tutor and the Deputy Head is informed. The Form Tutor monitors the card and the targets and reports (via email) to the parents at the end of the week, feeding back on their child's behaviour, both positive and negative.

Serious behaviour issues: For serious breaches of discipline, for example swearing, disobedience and violence, pupils will be sent directly to the Deputy Head in the first instance who will talk with the pupil(s) involved. If appropriate, the pupil will be sent to the Headmaster and would expect to miss lunch times. Parents would be immediately informed through a telephone conversation and would expect to meet with the Headmaster.

As appropriate to the misdemeanour, a pupil may be refused permission to participate in a trip or activity which is a non-essential part of the curriculum. Only the Headmaster (or in his absence the Deputy Head) may give such a sanction. This is a rare occurrence.

The final stage: For very serious offences, for example stealing or inappropriate on-line behaviour, the Headmaster is informed as soon as possible. The matter is then dealt with in an appropriate manner, which may include out of school hours detention. A fixed period or permanent exclusion may be decided upon, in consultation with the parents. Only the Headmaster (or in his absence the Deputy Head) may give such a sanction. Such extreme circumstances are very rare occurrences.

Bullying

Caterham Prep School recognises the impact that bullying has on the mental health and self-esteem of pupils and has measures in place to prevent bullying and cyber-bullying. Bullying is defined as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power' Bullying can take place in the forms of physical, verbal, covert, cyber or alienation and can be prejudice based or discriminatory.

Staff and pupils reinforce that bullying is not acceptable through courageous reporting, following anti-bullying protocol, working with Year 6 Anti Bullying Ambassadors and open conversations with peers and colleagues.

Our Relationships and Health Curriculum as part of our wider Wellbeing programme has explicit lessons around respecting others, celebrating differences and acceptance.

Confiscation

If an item of pupil's property is being used inappropriately, or at an inappropriate time, staff have the right to confiscate it. It should be kept safe until an agreed time (usually the end of the day) at which time the pupil may come and ask for it to be returned to them. An item of particular value (such as a mobile phone) should be given to the Headmaster or Deputy Head and return should be arranged with the parents.

5. Year 6 Responsibilities.

Pupils in the Prep aspire to hold a position of responsibility - it is perceived as an honour. The Year 6 Monitors perform certain duties and have been asked to conduct tours of the school for prospective parents. All Year 6 pupils have the opportunity of being a Monitor. There are also opportunities for Year 6 pupils to be Head of House, Sports Captains, Music Captains, Pastoral buddies and Ambassadors for the School at Open Mornings.

6. Before and After School Care

The same high standards of behaviour are expected and encouraged from all children who attend before and after school care. Children have a nourishing choice of food available to them, both hot and cold, and particular attention is paid to table manners whilst eating.

Should a child's behaviour fall below expectations, the incident will be handled within the bounds of this policy. Persistent poor behaviour will be reported to the Headmaster.

7. Liaison with parents and other agencies

A culture of professional respect exists within the school and between the school and parents, enabling the pupils to learn good behaviour. Parents are supportive of the rewards system;

however there are occasions when a query from a parent concerning sanctions needs to be resolved. Parents are encouraged to bring these concerns to the attention of the school. The issues are resolved as quickly as possible.

On a daily basis Parent/School communication goes through Homework diaries. Individual messages are written in by staff. Messages pertaining to a whole class or year group are printed on stickers and these are placed in the pupils' Communication books. Face to face conversations with parents are encouraged at times of the day when they will not hinder the daily routine for the class. Phone calls and particularly emails are used for effective and efficient parental communication. Please note that the staff will reply to emails within 24 hours period (within working hours). ISAMs messaging an on-line mass communication service is used throughout the whole school. In the Prep we use it for urgent messages such as sports fixture cancellations. Letters regarding trips, curriculum, co-curricular and any other school matters are put on the Parent Portal every Friday.

As a school based on Christian values, some of our Assembly speakers are priests and pastors from neighbouring churches, with whom we have good relations. We also recognise other faiths and cultures and celebrate Sikh, Hindu, Jewish and other important religious dates in the calendar. The school chaplain takes Assembly once a fortnight in the Prep and is available for consultation by staff at pre-arranged times. The school counsellor is available by appointment for pupils or staff.

8. Managing pupil transition

There are effective transition strategies between Pre-Prep and Prep and between Prep and Senior School. Year 2 and 3 staff communicate regularly through each year, in advance of and after transition. Parents are invited to information meetings at the start of Year 3 to guide them through the more significant changes in the pupil's school life as they move 'up to the Prep'. The Year 6 Form Tutors and Deputy Head communicate with the Head of First Form during transition to brief them on pupils' pastoral and academic matters. The Prep Learning Support Co-ordinator meets with the Senior School's SEND Co to discuss pupils with learning support needs. Information is also transferred electronically. There is effective and efficient transfer of information to other schools, to which pupils' transfer, when it is requested.

This policy is reviewed every two years:

Reviewed by Annie Ingrassia (Deputy Head, Prep School) September 2021

Next review September 2023