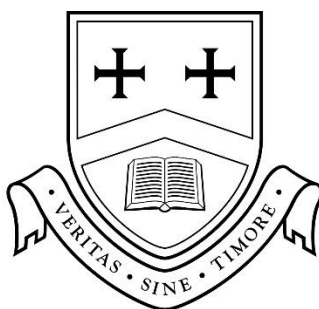


## **Behaviour Policy**



CATERHAM  
PREP

Policy Author:

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*This policy is reviewed annually*

## Policy Statement

At Caterham Prep School, our Behaviour Policy reflects a positive, authoritative approach to behaviour management, grounded in our commitment to the safety, wellbeing, and long-term personal development of every pupil. Our aim is to nurture a culture in which high expectations are combined with warmth, empathy, and responsiveness, so that all pupils can thrive. Our commitment is to provide an environment in which every pupil can reach their full potential—socially, emotionally, and academically.

This policy supports our overarching mission to help pupils become confident, reflective, and principled individuals who are well prepared to make a meaningful contribution to their communities. We seek to establish a code of behaviour that encourages responsibility, respect for authority, and the freedom to develop choice and self-regulation. We promote activities and interactions which respect individuals and celebrate difference, creating a culture that enables pupils to develop their self-knowledge, self-esteem, and self-confidence.

Caterham School is an Attachment and Trauma Informed school. This means we recognise that strong, secure relationships are fundamental to learning, behaviour, and wellbeing. We understand that a pupil's experiences can influence their development and ability to self-regulate, and we are committed to responding with sensitivity, consistency, and compassion, helping all pupils to feel safe, valued, and supported whilst maintaining high standards of manners and behaviour.

We help our pupils learn to articulate their feelings and the reasons behind particular behaviours or habits, giving them agency and trusting in their ability to learn and make good choices. Through strong pastoral care and high standards, we enable pupils to distinguish right from wrong, to respect the law, and to understand their role as responsible citizens. We encourage them to accept responsibility for their behaviour, show initiative, and contribute positively to the lives of others.

We take a whole-school approach to wellbeing, embedding emotional literacy and restorative practices into daily school life and fostering a community where reflection, empathy, and respectful relationships are at the core.

Staff are expected to maintain clear, fair, and consistent boundaries, always seeking to understand the individual circumstances that may underpin behaviour. Through strong pastoral care and a commitment to high standards, we create a safe, respectful and inclusive environment in which pupils are held to account in a constructive way and supported to grow.

We recognise and celebrate positive contributions to the school community, academic efforts, personal achievements, and good citizenship. Sanctions, when necessary, are administered with the intent of enabling learning and personal growth for the individual along with ensuring justice for all, whilst demonstrating our expectations for the school community as a whole. We seek to understand the behaviour's source and its impact.

**Aims of the policy**

- Promoting an environment where all members of our community feel safe, happy, valued and respected, following The Caterham Way
- Supporting a caring community, committed to safeguarding and wellbeing, where all are treated fairly, with values built on mutual trust and respect
- Promoting positive relationships so that every member of the community can live and work together in a mutually supportive way
- Helping 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
- Setting out rewards that may be given for particularly positive behaviour or achievements and award them consistently
- Setting out sanctions that may be applied when misbehaviour occurs and apply them consistently

**Legal Compliance and Safe Practice**

Caterham School is committed to safeguarding the dignity, safety, and wellbeing of every pupil. We uphold our responsibilities under the law and ensure that all practices are rooted in care, professionalism, and accountability.

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

- Safeguarding Policy
- Drugs Policy
- Exclusions, Expulsion, Removal and Review Policy
- Anti-Bullying Policy
- Online Safety Policy
- Admissions Policy
- Searching a Pupil Policy
- KCSIE 2025
- The Equality Act 2010

*For the purposes of this policy, Pre-Prep refers to Reception, Year 1 and Year 2. Prep refers to Years 3-6.*

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, 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. 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.

The Headmaster is responsible for overseeing the management of behaviour issues in the Prep School and the EYFS setting. The Head of the Pre-Prep is responsible for the day-to-

day management of behaviour issues across the Pre-Prep (EYFS, Year 1 and 2) and the Head of School is responsible for the day-to-day management of behaviour issues for Years 3 – 6.

## **Introduction**

At Caterham Prep School we work in partnership with parents/guardians to facilitate and encourage positive behaviour. Our approach places a high premium on respect for others, respect for property and respect for ourselves. We strive for a safe and inclusive environment which takes into account individual characteristics and needs.

## **Respect for Self**

Caterham Prep wants all pupils to have respect for themselves. Pupils are supported to think about their own wellbeing through many different methods, including our wellbeing curriculum. 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 support them. Posters are in Form Rooms and around the school which signpost this. The school's approach to a healthy diet and hydration helps to encourage positive 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. Every child has a water bottle and is encouraged to keep themselves hydrated.

## **Respect for and Others**

This is fundamental to all that goes on at Caterham Prep. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. 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, and open conversations with peers and colleagues. Our wellbeing programme has explicit lessons around respecting others, celebrating differences and acceptance, particularly of protected characteristics.

## **Respect for Property**

We want to sustain a culture in which the property of others is respected by all. Pupils should do what they can to reduce the risks of damage to their property by keeping their belongings in their locker and/or bag and by not bringing high-value items into school. Any valuables brought into school should be handed to the pupil's Form Tutor for safekeeping. All clothing and equipment should be named. Any theft or damage to someone else's property will be taken very seriously.

## **Rewards**

We aim to fulfil our responsibility through consistent modelling of positive behaviour; through dynamic and effective learning and teaching of behaviour strategies and a fair system of rewards and sanctions. We encourage self-discipline and attitudes of tolerance, honesty, reliability, and perseverance. These are reinforced through The Caterham Way, our Learning Powers and our wellbeing programme. At the end of each term, pupils in each form may be

awarded a certificate to recognise consistent adherence to The Caterham Way of demonstration of The Learning Powers.

### The Caterham Way

The Caterham Way is our School code of conduct. The Caterham Way enshrines the values which the school believes to be most important. Rewards and sanctions are age- appropriate and reflect the level of understanding of the pupil.



### Caterham Prep Learning Powers

Our Learning Powers are designed to help pupils develop the behaviours needed to thrive in school, and in life more generally. Pupils are introduced to these behaviours from EYFS onwards, with regular discussions and assemblies to explore their meaning and how they help us in our lives.

In Pre-Prep the characters are represented by soft toys. The children are awarded certificates and tokens when demonstrating one of the Pre-Prep Super Learning Powers. Tokens can be spent in a 'Learning Powers shop' at the end of term.



In Prep the characters are represented by photographs. Pupils are awarded certificates for displaying these learning behaviours. These certificates are awarded in weekly assemblies.



## House system

From Reception to Y6, pupils are assigned to a house: Foxburrow, Pilgrims and Viewpoint, each named for a local location or landmark. These houses meet together each term for special events, assemblies and activities to promote friendship and collaboration across the 4-11 age range. Y6 pupils are appointed as House Captains following an application and interview process. In Y3-6 there are house competitions for Music, Sport and Debating, plus a termly treat for the House with the most stars. On Sports Day, the winning House is awarded the cup for the year.

## Other Rewards

In Pre-Prep and Prep, each class also may have a whole class, communal reward system which go towards a whole class reward. Staff also use a range of other reward strategies including verbal praise, stickers, notes on books, stampers and certificates. There is a weekly celebration assembly. Teachers may also phone or email home to share positive news.

In Prep, praise can also be given in the form of a Star. Stars are awarded for effort, achievements or for acts of kindness, help or manners. These are recorded by teachers, and pupils are awarded accordingly with a certificate for 25, 50, 75 and 100 stars. These are awarded in front of the school during an assembly. Also, kindness leaves are nominated by pupils as a way of thanking someone (adult or child) for kindness they have shown in the school community. These are awarded each week in assembly and placed onto the school's 'Kindness Tree' in Soderberg Hall.

## Sanctions

The promotion of positive behaviour underpins our ethos and practice. However, if a pupil's behaviour falls beneath the standard which could reasonably be expected of them, it will sometimes be necessary to employ sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community. We recognise that all behaviour is communication, and will work with the pupil (and parents as appropriate) to understand the reasons behind the behaviour.

Our approach is flexible and contextual. In deciding how to respond to any behaviour, we take into account the age and maturity of the pupil, the level of intent involved, the seriousness of the incident, and the pupil's readiness to reflect and repair. Our first step is always to understand the source of the behaviour and to consider any relevant Special Educational Needs or Disabilities (SEND), pastoral circumstances, or other contextual factors, although it is unlikely that context would remove the need for a sanction.

Our aim is not just to correct behaviour but to support the development of self-regulation, empathy, reflection, and accountability. We seek wherever possible to help pupils understand the issues, repair broken trust, and restore relationships.

In some cases there may be a safeguarding concern from which the behaviour stems and this will be referred to the Safeguarding Team. There are times when it is appropriate and necessary to make 'reasonable adjustments' to the Behaviour Policy as directed by the Equality Act (2010).

There may be times where a child will need a specific individual plan to address particular concerns or behaviours. This may include a risk assessment or the involvement of outside agencies. This will be discussed with parents before implementation.

There are rare occasions when 'physical intervention' by staff might be necessary, perhaps in a playground incident 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 children in the EYFS as well as pupils in the rest of the School. Incidents are recorded following clear procedures.

The sections below lay out the levels of sanctions which might be applied, dependent on the context and severity of the misbehaviour. These are guidelines on the scale of sanctions which exist in Caterham Prep School and provide some room for flexibility and professional judgement, based on individual circumstances. Behavioural incidents are logged via the CHIP system as well as on pastoral, behavioural and bullying logs, held by the Head of School. In this way any trends and patterns are identified and used to inform support approaches. Parents are informed of disciplinary issues at the appropriate time.

Sanctions are communicated and delivered as appropriate to the age and developmental stage of the pupil, but follow similar stages throughout the Prep School. Having a staged approach means that the child can be praised for making the right choice at every stage by focusing on restorative behaviour. It is important to recognise that the majority of children will need reminders at some time and this is not an indication of 'poor behaviour'.

### **Level 1 – informal direct reminder**

All staff are encouraged to step in early to promote positive behaviour choices and to ensure expectations and instructions are specific and explicit, individually delivered when necessary. If the pupil is not following the Caterham Way and has not responded to staff direction, the staff use will use a 'direct reminder'. The staff member will directly speak to the pupil to remind them of the expectation, ensuring that the pupil is looking and listening. If the pupil corrects

their behaviour, staff will praise them for making the right the choice and re-engage them in class.

### **Level 2 – formal warning**

If the pupil does not respond to the 'direct reminder' and continues to misbehave, the member of staff will issue a 'formal warning', thereby giving the pupil an opportunity to correct their behaviour. If the pupil corrects their behaviour, staff will praise the pupil for making the right the choice and re-engage them in class.

### **Level 3 - Reflection**

(May go straight to this level). If the poor behaviour continue despite a formal warning, or for more serious behaviours, the pupil will be issued a 'Reflection'. This will be different for different age phases. Reflection is a 'time out' opportunity for a pupil to reflect on their choices and behaviour, and to make a positive choice moving forwards.

The pupil will attend 'Reflection' with the adult who issued the sanction. This will take place out of lesson time, for example in the first few minutes of a breaktime. The focus is on supporting the pupil in considering their actions and how to move forwards, perhaps with a restorative conversation. During this time a written template will be used so that the pupil can discuss:

- Why they were given a Reflection
- Their own explanation
- What part of the Caterham Way they did not follow
- What they could have done differently and which Learning Powers will help them

The adult will then CHIP this as a pastoral concern and pass copies of the written Reflection sheet to the Head of School/Head of Pre-Prep to be logged. The adult will then inform parents and Form Tutor on the same day.

### **Level 4 – further Reflection**

In Prep, if the pupil continues to show the same behaviour, they will be given further reflection time and may miss a short amount of playtime/choosing time. Any further continuation of this behaviour and the class teacher will inform the pupil's parents to discuss how to move forwards and encourage more acceptable behavioural choices.

### **Level 5 - Gating**

(May go straight to this level). In the event of persistent misbehaviour and multiple 'Reflections', or a more serious breach of The Caterham Way.

In Pre-Prep, the Head of Pre-Prep will be notified and in Prep, the Head of School will be notified. They will issue a 'Gating'. This will involve missed playtime, during which the pupil will have a sanction appropriate to their age, such as further discussion about what has happened (i.e. a more formal Reflection with a senior member of staff), write a letter of apology or carry out another community service activity. Parents will be informed and an individual behaviour plan/target card might be required for a short period of time. The Head of Learning Support will be notified if the pupil has special educational needs in order to support the development of individual plans.

If there is a pattern of behaviour e.g. children receiving multiple 'Reflections' during the same lessons, time of day or day of the week, staff may be asked to complete an ABC (Antecedents-Behaviour-Consequence) form to aid analysis of the behaviour. This will be discussed with parents and inform an individual behaviour plan/target card as appropriate.

Our aim at every stage is to ensure that pupils experience consequences that help them grow, learn and move forward. Sanctions are not ends in themselves—they are a part of a



wider, thoughtful, and responsive pastoral approach that supports each pupil to thrive in our community.

### **Serious Behaviour Issues**

Certain behaviours bypass the stepped approach above. Examples would include swearing, pre-meditated attack, unprovoked attack, physical aggression towards others which leaves a mark (e.g. biting, spitting, hitting, kicking etc.), repeatedly leaving the care of the adult in charge, continued bullying despite support and intervention, or other repeated behaviour where there has been no response to warnings.

Parents would be immediately informed through a telephone conversation and would expect to meet with the Head of Pre-Prep/Head of School/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 Head of School/Head of Pre-Prep) may give such a sanction. This is a rare occurrence.

For very serious offences, for example stealing or inappropriate online behaviour, the Headmaster is informed as soon as possible. The matter is then dealt with in an appropriate manner, which is likely to include a fixed period or permanent exclusion. Only the Headmaster (or in his absence the Head of School) may give such a sanction. Such extreme circumstances are very rare occurrences. Details about exclusion can be found in the Exclusions, Expulsion, Removal and Review Policy, which is published on the school website.

### **Before and after school care/co-curricular activities/school trips**

The same high standards of behaviour are expected and encouraged from all children who attend before and after school care, co-curricular activities and school trips. 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 Head of Pre-Prep and the Head of School.