



# CATERHAM PREP

## Behaviour Policy

|   |  |
|---|--|
| Authors                                 | Rebecca Moore, Head of School<br>Jo Cole, Head of Pre-Prep |
| Date reviewed by authors                | February 2026  |
| Next review date                        | February 2027  |
| <i>This policy is reviewed annually</i> |  |

## Contents

|   |   |
|---|---|
| 1. Policy Statement and Purpose.....                    | 3 |
| 2. School Ethos and The Caterham Way .....              | 3 |
| 3. Promoting Positive Behaviour .....                   | 4 |
| 4. Behaviour Expectations .....                         | 5 |
| 5. Supportive and Graduated Response to Behaviour ..... | 5 |
| 6. Sanctions Framework (Overview).....                  | 5 |
| 7. Reflection, Repair and Restorative Practice .....    | 6 |
| 8. Serious Behaviour and Bullying .....                 | 6 |
| 9. Exclusion and Serious Sanctions .....                | 6 |
| 10. Physical Intervention .....                         | 7 |
| 11. Roles and Responsibilities .....                    | 7 |
| 12. Monitoring and Review .....                         | 7 |
| 13. Links to Other Policies .....                       | 7 |

## 1. Policy Statement and Purpose

*(Independent School Standards – Parts 2 and 3)*

At Caterham Prep School, behaviour is understood as a form of communication and is shaped through positive relationships, high expectations and clear boundaries. This Behaviour Policy sets out how the school promotes positive behaviour, supports pupils to make good choices, and responds consistently and proportionately when behaviour does not meet expectations.

The policy reflects the school's ethos, known as **The Caterham Way**, and supports the development of pupils who are respectful, resilient, reflective and responsible learners. This policy is written for parents, pupils and trustees and provides clarity about expectations, support and sanctions.

## 2. School Ethos and The Caterham Way

The Caterham Way underpins all behaviour expectations and promotes:

- respect for self, others and the learning environment
- kindness, empathy and integrity
- responsibility for actions and choices
- perseverance and positive learning behaviours



The school uses Learning Power language and visuals to support pupils in developing self-regulation, reflection and resilience. Pupils are encouraged to understand that mistakes are part of learning and that behaviour, like learning, improves through reflection and support.

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 EYFS and KS1 the characters are represented by soft toys. The children are awarded certificates and tokens when demonstrating one of the Learning Super Powers. Tokens can be spent in a 'Learning Powers shop' at the end of term.



In KS2 the characters are represented by photographs. Pupils are awarded certificates for displaying these learning behaviours. These certificates are awarded in weekly assemblies.



### 3. Promoting Positive Behaviour

Positive behaviour is actively promoted through:

- strong, trusting relationships between pupils and adults
- clear routines and expectations
- consistent modelling of respectful behaviour by adults
- praise and recognition of positive choices
- the use of restorative conversations

Classroom and playground expectations are age-appropriate and revisited regularly so that pupils understand what positive behaviour looks like in different contexts.

#### 4. Behaviour Expectations

All pupils are expected to:

- treat others with respect and kindness
- follow instructions given by staff
- take responsibility for their actions
- care for the school environment and resources
- engage positively in learning

Behaviour expectations apply across all aspects of school life, including lessons, breaktimes, trips, visits and online activity related to school.

#### 5. Supportive and Graduated Response to Behaviour

The school uses a graduated response to behaviour that does not meet expectations. This ensures that responses are fair, proportionate and supportive, while maintaining clear boundaries.

In managing behaviour, the school has due regard to the protected characteristics set out in the Equality Act 2010 and makes reasonable adjustments where appropriate to ensure fairness and inclusion.

Behaviour responses take account of:

- age and developmental stage
- individual needs, including SEND
- previous behaviour patterns
- the context of the incident

#### 6. Sanctions Framework (Overview)

Sanctions are used to support learning, reflection and improved behaviour. They are applied consistently and proportionately and are never humiliating or degrading.

| <b>Level</b> | <b>Typical Behaviours</b>                                    | <b>Response / Sanction</b>                                      | <b>Purpose</b>                          |
|--------------|--|---|---|
| Level 1      | Low-level disruption, calling out, minor playground issues   | Verbal reminder, reflection using Learning Power language       | Immediate correction and learning       |
| Level 2      | Repeated low-level behaviour, failure to follow instructions | Time out, restorative conversation, loss of privilege           | Reflection and reset                    |
| Level 3      | Persistent disruption, unkind behaviour, refusal to engage   | Removal from situation, reflection task, parental communication | Reinforce boundaries and support change |

| <b>Level</b> | <b>Typical Behaviours</b>                                     | <b>Response / Sanction</b>                                  | <b>Purpose</b>                      |
|--------------|---|---|-------------------------------------|
| Level 4      | Serious or repeated incidents, aggression, bullying behaviour | Senior staff involvement, behaviour plan, internal sanction | Safeguarding and structured support |
| Level 5      | Very serious incidents, behaviour placing others at risk      | Fixed-term exclusion or other serious sanction              | Protection and safety               |

The school reserves the right to bypass stages where behaviour is serious or poses a risk to safety.

## **7. Reflection, Repair and Restorative Practice**

Reflection is a key part of behaviour management at Caterham Prep. Pupils are supported to:

- understand the impact of their behaviour
- reflect on choices made
- repair relationships where harm has occurred
- identify strategies for future success

Restorative conversations are used wherever appropriate to support learning and reconciliation.

## **8. Serious Behaviour and Bullying**

Serious behaviour includes, but is not limited to:

- physical aggression
- verbal abuse
- bullying (including online bullying)
- discriminatory behaviour
- deliberate damage to property

All reported incidents are investigated thoroughly. Bullying is not tolerated and is addressed in line with the school's Anti-Bullying procedures.

## **9. Exclusion and Serious Sanctions**

In rare cases, exclusion may be considered where behaviour is serious or persistent and other strategies have been unsuccessful.

- Only the Head may authorise exclusion
- Fixed-term exclusions are used as a last resort
- Permanent exclusion is extremely rare

All exclusions are managed in line with the school's Exclusions Policy, which sets out procedures, rights of appeal and statutory guidance.

## **10. Physical Intervention**

Physical intervention is used only when necessary to prevent harm and in line with statutory guidance. Any use of physical intervention is recorded and reported appropriately.

## **11. Roles and Responsibilities**

Staff

- model positive behaviour
- apply the Behaviour Policy consistently
- build positive relationships with pupils

Pupils

- follow behaviour expectations
- reflect on behaviour and seek to improve

Parents

- support the school's behaviour expectations
- work in partnership with staff

## **12. Monitoring and Review**

Behaviour is monitored by senior leaders to ensure consistency and effectiveness. Patterns of behaviour are reviewed to inform support and intervention.

This policy is reviewed annually by trustees.

## **13. Links to Other Policies**

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Wellbeing (PSHCEE) Policy
- Equality Policy
- Exclusions Policy