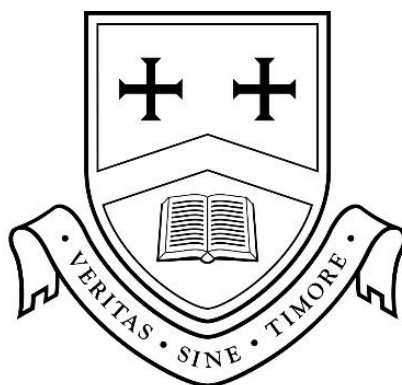




CATERHAM PREP

Behaviour Policy

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<i>This policy is reviewed annually</i>	

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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.

Level	Typical Behaviours	Response / Sanction	Purpose
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

Level	Typical Behaviours	Response / Sanction	Purpose
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. A record is kept of sanctions imposed for serious misbehaviour and is monitored by senior leaders to identify patterns and inform appropriate support.

7. Reflection, Repair and Restorative Practice

Reflection is a school sanction consisting of a short, restorative conversation 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 cyberbullying, prejudice-based and discriminatory 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. Where behaviour raises a safeguarding concern, including concerns about child-on-child abuse, the School's safeguarding procedures will be followed.

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, including reasonable force, is used only when necessary, reasonable and proportionate, and in accordance with statutory guidance. Any use of restrictive intervention will have regard to the individual needs of the pupil, including SEND and any relevant reasonable adjustments.

Any use of restrictive intervention is recorded and reported in accordance with the School's procedures. The School seeks to minimise the need for restrictive intervention through positive relationships, appropriate support and de-escalation.

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