



## Behaviour Management (Prep School) Policy *including EYFS*

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## **1.0 INTRODUCTION**

- 1.1 The aim of behaviour management is to create an inclusive, caring learning environment in which children feel safe and happy and where good behaviour is encouraged and reinforced. We also aim to help children develop independence, self-respect, confidence and self-reliance and an awareness of and sensitivity to the needs of others, as individuals and as members of a community. We must ensure that acceptable standards of behaviour are defined, widely known and understood and consistently applied. To do this effectively we must encourage the involvement parents in supporting our aims.
- 1.2 This policy has been created in line with guidance from the non-statutory DfE document 'Behaviour in Schools (Feb 2024)' to promote good behaviour amongst our pupils and sets clear expectations in a fair and non-discriminatory manner. Pupils, staff and parents have been consulted when drawing it up. This policy is conversant with advice given for the Early Years Foundation Stage (EYFS) as set out in the regulatory handbook and further in this document. Corporal punishment is not threatened or used. Physical intervention is allowable only to avert immediate danger of personal injury.
- 1.3 Governors will support the School in achieving the objectives set out in this policy.

## **2.0 AIMS**

The Prep School seeks to create an inclusive, caring, learning environment by:

### **2.1 Staff**

- Promoting a culture of praise and encouragement in which all students can thrive
- Having high expectations of pupils' achievement, effort, attendance, and behaviour
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Actively establishing positive relationships with pupils and parents and handling discipline problems in a sensitive and caring manner.
- Treating pupils and parents equally, with respect and in a fair and just manner regardless of age, gender, race, ability, and disability.
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention where warranted
- Providing a safe environment; free from disruption, violence, bullying, discrimination and any form of child-on-child abuse
- The Prep School wishes to educate and safeguard students, parents, and staff on the best use of ICT and alert them to the dangers

### **2.2 Pupils**

- Pupils identifying strongly with the school and are proud to be part of it.
- Pupils being encouraged to be polite, well behaved, and courteous at all times.
- Pupils following the school rules and taking part in making decisions based on these rules.
- Pupils being encouraged to work co-operatively with each other and with staff and having high expectations of themselves and others.
- Working on a Classroom Code of Conduct during induction week.

### **2.3 Parents & visitors**

- Feeling valued, safe and secure when visiting the school.
- Parents supporting and participating in the life of the school and being actively encouraged to be partners in their children's learning through homework, classroom activities, out of school activities and other extra-curricular activities.



### **3.0 CORPORAL PUNISHMENT**

Staff must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. The School will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises. Corporal punishment includes physical actions and/or punishment that causes harm or pain to an individual. This could be hitting, force feeding, smacking, using an object to cause pain, pulling, pushing, forcibly restraining, or forcibly removing. These actions are prohibited and will result in immediate disciplinary procedures for any practitioner that causes or threatens pain to child as a form punishment.

### **4.0 PHYSICAL INTERVENTION**

Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property. (EYFS Jan 2024, 3.59/3.60) Where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. The school will keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable. If physical intervention has been used, staff must inform the Head of Prep and/or Nursery Manager immediately after the event detailing the incident and circumstances that led to the physical intervention, including where, when and why.

This will be recorded, and parents will be informed. Physical intervention should not be used to remove a child when they are refusing to move or have chosen to not fulfil a request, other strategies must be used to encourage the child such as positive reinforcement, adult support and distraction. (See appendix 3)

### **5.0 STANDARDS OF BEHAVIOUR**

- 5.1 In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behaviour goals.
- 5.2 The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of compassion, resilience, integrity and self-direction, which are skills within the school's Educational Vision. It follows that acceptable standards of behaviour are those which reflect these principles.

### **6.0 ROLES AND RESPONSIBILITIES**

- 6.1 The Head of Prep School will be responsible for the implementation and day-to-day management of the policy and procedures. All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, both consistently and fairly and that they model high standards of behaviour, both in their dealings with the children and with each other. They also have responsibility, with the support of the Headmaster and Head of Prep School, for creating a high-quality learning environment, which is conducive to positive behaviour. In the Early Years – The Nursery Manager, is responsible for behaviour management and reports to the Head of Prep School.
- 6.2 A member of SMT is responsible for holding detentions on two break-times per week and they also monitor patterns, looking at why children are put in detention, how often and checking that teachers are acting fairly.



- 6.3 The school property and the property of those within the school is well looked after. Everyone takes responsibility for making our school a happy place in which to work. If pupils, staff, and parents feel proud of our school then we are making large steps towards raising the self-esteem of all involved.
- 6.4 The Governing Body, Headmaster and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- 6.5 Parents and carers will be expected, encouraged, and supported to take responsibility for the behaviour of the child both inside and outside the school. The Prep School will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and parents will be actively encouraged to raise any issues with the School arising from the operation of the policy.
- 6.6 Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.
- 6.7 The procedures arising from this policy will be developed by the Head of the Prep School and staff in consultation with the Headmaster. They will be monitored by the Headmaster via the Head of Prep School to promote the idea that every member of the school has a responsibility towards the whole community. Equality and Fairness - at the Prep School all pupils, parent and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity, and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to pupil School Council.

Link to Educational Vision	KEYS TO SUCCESS
 Compassion	 <b>Be kind</b> to myself and those around me.
 Resilience	<b>Be the best I can be</b> , and don't be afraid to try new things. <b>Be proud</b> of my actions and attitude.
 Self-Direction	<b>Be ready</b> to learn and participate positively. <b>Be sensible</b> and keep <b>safe</b> . <b>Reflect</b> upon my decisions.
 Integrity	<b>Be respectful</b> of my environment and those around me. <b>Understand</b> that everyone has the same rights to enjoy school and life.

\*These are displayed in classrooms and around the school



## **7.0 PROMOTING POSITIVE BEHAVIOUR - REWARDS**

7.1 Staff endeavour to praise pupils whenever possible. Emphasis is on rewards to reinforce good behaviour, rather than on failures – aim to catch the children being good! We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public, and private, to individuals and groups.

7.2 Everything we do in school is based on praise and rewards. From independently handing in their reading book or completing a fantastic piece of work, to making the right choice when faced with a problem or decision, our children are congratulated for doing the right thing and making good choices.

7.3 Systems for praise and rewards are as follows:

- Specific verbal praise – somebody saying, “Well done, you did that really well!” Showing them a green smiley face card.
- Written praise – Marking in books, stamps, etc.
- Class based rewards – stamps, stickers etc.
- House Points – given by any adult in the school
- Star of the Week awards – weekly teacher nominated awards
- Special Recognition Awards or stickers
- Particular successes are mentioned on the school website, Firefly and Famly and on the Lingfield College social media sites as well as the weekly newsletter – The Lingfield Link.

7.4 **Nursery** - Children in Nursery receive praise, reward and celebration for positive behaviour. Children receive stickers with Character's that support the school's Character Education, thus rewarding children for showing positive characteristics in line with Character Education. The Nursery also celebrate achievements and 'wow moments' with the Celebration Tree. Children receive a leaf with a special message that signifies their positive behaviour or achievement. They celebrate during a circle time and then the leaf is placed on the 'Celebration Tree'.

7.5 To resolve conflict or dispute children are encouraged to sit with a teacher on the 'Resolution rug'. This encourages discussion between the children so an agreement or resolution can be achieved calmly.

7.6 **Reception** - House points are given for behaviour/learning/special achievements etc. These are placed on communal House points chart displayed in the classrooms.

7.7 **Key Stage 1** – children in Yrs 1 & 2 are awarded House points as a positive reward. These are awarded in a range of situations, such as when the children complete good work, for showing extra effort in class and displaying good manners. The children work collectively to earn House points, and these are displayed in the classroom.

7.8 Children in KS1, have a golden time session as an incentive to make good choices throughout the week. Each child begins the week with 20 minutes of Golden Time to complete a free choice activity on a Friday. Children who follow the school rules will keep their full Golden Time however, children who do not make good choices will lose this in 5-minute increments and will therefore have less Golden Time by the end week. Children can earn back their Golden Time should they begin to make more positive choices.

7.9 **Lower Key Stage 2** - the children in Years 3 and 4 all have an individual reward card and can get stickers for good work, kind deeds, helping with jobs, great progress and effort etc.



7.10 **Upper Key Stage 2** – in Yrs 5 & 6 the children use Dojos as a reward which is an alternative, digital way of recording House points. The children earn Dojo's which they can use against a reward chart to redeem. We find that these are very motivating rewards.

- 25 Sit next to a friend for one lesson of your choice
- 50 Jump the lunch queue with one friend
- 75 Choose who to sit next to for one day
- 100 Homework pass for a written homework subject of your choice
- 150 Special Award

7.11 Specialist staff give stickers and House points to younger children and tell children in UKS2 if they have gained a Dojo which the child then relays to their teacher who records it.

7.12 There is a strong House System, where pupils can gain House points for good work or behaviour. This goes to their House, and they are counted half termly and a House point cup awarded in assembly. Pupils can be awarded with an individual certificate and school motto stationery item at the 'Star of the Week' assembly. The Head of Prep School also gives special stickers to children who have demonstrated good behaviour around school. Within classes teachers can also have their own systems for rewarding pupils by giving smiley faces, stickers, stamps on work etc.

7.13 We try to reward positive behaviour on the playground and in the Dining Room by giving children stickers.

7.14 Where possible really good work or effort is shared with the Head of Prep School and parents.

7.15 A number of methods of reinforcement are employed, such as:

- Assemblies
- Teachers often talk during PSHE (Personal, Social, Health, Economic) sessions about topics of behaviour, bullying etc., and reinforce school agreed codes
- Classroom agreed codes of behaviour

Regular 'slots' in staff meetings are given to the subject Internal Pastoral Bulletin shared weekly to keep staff informed.

## 8.0 UNACCEPTABLE BEHAVIOUR

Pupils will be given a chance to consider their behaviour and reflect upon decisions they have made. They will be encouraged and helped to make apologies to other pupils or staff they may have offended or upset and show they can keep to the school rules and make suitable reparation.

## 9.0 SANCTIONS

- 9.1 On the KS1 and KS2 playgrounds and in the Dining Room the Teaching Assistants and lunchtime supervisors may report repeated incidents/bad behaviour/rule breaking by contacting teachers, Lunchtime Team Leader or Head of Prep School.. For children in EYFS any incidents will be reported to the Nursery Manager.
- 9.2 The Head of Prep School will receive a detention report half termly from the member of SMT monitoring detentions and will then decide on any further sanctions or actions. They are saved in the Detention folder on the Prep Staff Common SharePoint site.
- 9.3 **E-Safety sanctions:** Should a child be found to break the SMART (see Appendix I and E-Safety policy) rules the punishment will depend on what they did and how serious it was. Punishment will be decided upon by the class teachers in conjunction with senior staff. Punishment may include break time, after school detention or missing Computing curriculum time. If the offence is deemed serious enough parents will be informed.



- 9.4 If pupils have difficulty in keeping to the rules, then staff will follow these procedures. Sanctions will be left to the teacher's discretion depending on age of the child.
- 9.5 **Protected Characteristics** - As a result of the 2010 Equality Act, it is unlawful to discriminate against someone on the grounds of any of these **characteristics**: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation. These are often referred to as **protected characteristics**. Should a pupil display unacceptable behaviour towards another in relation to the above protected characteristics – discrimination, offensive or disrespectful language or behaviour, intimidation or rudeness then this will be taken very seriously, and a Stage 2 or 3 sanction or above applied. (see below). The school aims to instil values of tolerance and respect within the pupils.

## 10.0 DETENTIONS

- 10.1 A detention may be used to deter future misbehaviour and is typically held during breaktimes or after school. A child who is given detention will receive further guidance about what they did wrong and time for reflection. Staff are discouraged from giving blanket detentions to whole classes.
- 10.2 A member of SMT is timetabled to be on detention duty during morning breaks. The detention duty is held in the LKS2 leader's classroom. Children will be put into detention mainly for receiving a red card. The person putting a child in detention logs it onto iSAMS and the member of SMT checks attendance against a register produced by iSAMS. The child's class teacher is alerted by iSAMS via email. If poor behaviour persists, then a member of staff may ask for the Head of Prep School to remove the child temporarily from their classroom.  
  
Sometimes a child may be given a report card to track and monitor their behaviour and effort across the day/week in different lessons and with different staff. The member of SMT who runs the detentions will monitor these cards for progress.
- 10.3 As part of the transition from Reception into Year 1, Year 1 pupils will not be given a detention in the first half term, although their behaviour will be logged on the behaviour report in respect of looking at trends and repeated offenders. Instead, Year 1 will have an immediate sanction of missing out on a fun activity or playtime for example. In Autumn 2 they will move over to the detention system with all other pupils.
- 10.4 After-School Detentions will generally be held for one hour on a Friday evening. Where possible parents will be informed at least two days before. This detention will supersede all other activities. If parents wish to defer the detention, the school will make the decision regarding an alternative date.



## SANCTION STAGES

Stage	Type of misdemeanour	Type of Sanction	Recording	Parent contact
I	<b>Minor misdemeanour</b> e.g. <ul style="list-style-type: none"><li>• Distracts others</li><li>• Poor manners</li><li>• Not taking turns</li><li>• Interrupting</li><li>• Negative actions or words</li><li>• Not cooperating</li><li>• Lacks awareness of others</li><li>• Accidentally breaks something (teacher discretion)</li><li>• Forgetting equipment</li><li>• Uniform infringements</li><li>• Rough play</li></ul>	<p><b>EYFS In classroom:</b> How a particular type of behaviour is dealt with will depend on the child's age, level of development and the circumstances surrounding the behaviour. It will involve a member of staff explaining to the child what they have done wrong. It may include the child apologising or the child having their attention being diverted with another activity. If the behaviour continues after support and guidance has been provided then further interventions will include: continued supervision and monitoring, teacher supported individual time where a child is given the opportunity to calm and discuss their feelings, escalation to the Head of Nursery for a discussion with the parents so a consistent behaviour approach can be adopted.</p> <p><b>EYFS In playground:</b> A member of staff will calmly and appropriately explain to the child what they have done wrong, also providing strategies on how the child can resolve or amend their behaviour. If the child fails to self-regulate and repeated behaviour incidences occur, the child's attention will be diverted to another activity, or the child will be asked to sit or stand with an adult whilst calming.</p>	No further action.	Nursery parents are informed on the day the behaviour happened. Reception parents will be informed if teacher feels appropriate.
		<p><b>Years 1-6 In classroom:</b></p> <p>1) Verbal warning given/visible indication first,</p> <p>2) then followed up with time out, move seats, name on board etc. if misdemeanour continues.</p> <p><b>YELLOW CARD MAY BE GIVEN</b></p> <p>In KS1 and KS2 yellow cards restart after one week. 3 yellow cards become a red card.</p>	If yellow card given this is recorded on ISAMS and notification goes to class teacher.	No parent contact required.



Stage	Type of misdemeanour	Type of Sanction	Recording	Parent contact
		<p><b>Years 1-6 In playground:</b> Verbal warning given/visible indication first then time out, stand with an adult, sit out on a bench etc.</p> <p><b>YELLOW CARD MAY BE GIVEN</b></p>	<p>If a further misdemeanour occurs after first sanction, then an incident form should be completed and given to the office and copied to the Head of Prep School. Alternatively inform the Team Leader who will enter onto ISAMS.</p> <p>If yellow card given this is recorded on ISAMS and notification goes to class teacher.</p>	
2	<p><b>Persistent minor misdemeanour.</b></p> <p><b>Or 3 or more incidents in one week</b></p> <p><b>e.g.</b></p> <p>Continuation of Stage 1 behaviours.</p> <ul style="list-style-type: none"><li>• Rudeness</li><li>• Hurting others – Verbally, emotionally or Physically</li><li>• Disrespect</li><li>• Disobeying school rules</li><li>• Inappropriate Language</li><li>• Dishonesty</li><li>• Unsafe choice</li><li>• Purposefully damaging property</li></ul> <p>(Detention is not given for unsigned Homework Diary)</p>	<p><b>EYFS In classroom:</b> A member of staff will calmly and appropriately explain to the child what they have done wrong, also providing strategies on how the child can resolve or amend their behaviour. If the child fails to self-regulate and repeated behaviour incidences occur, the child's attention will be diverted to another activity, or the child will be asked to sit or stand with an adult whilst calm</p> <p><b>EYFS In playground:</b> A member of staff will explain to the child what they have done wrong. If this continues three times the child will be asked to sit on a bench or stand with an adult for an appropriate time.</p> <p><b>KSI:</b> Missing some of 'Choosing Time/Golden Time', break-time detention. If sanction needs to be immediate then child can be sent to work in another class.</p> <p><b>RED CARD WILL BE GIVEN</b></p> <p><b>KS2:</b> if 3 warnings are given in a week or misdemeanour has continued despite applying sanction for stage 1.</p> <p>Staff can give a red card with no warnings if felt appropriate.</p> <p>Inform Key Stage Leader and detention at breaktime or at lunchtime.</p> <p>Rudeness to staff is unacceptable, but depending on nature could be given a warning, detention or move to stage 3 or 4.</p> <p><b>RED CARD WILL BE GIVEN</b></p>	<p>All staff would be informed of the behaviour, what triggers this and a plan of action would be agreed with the parents. Sometimes a child would be shadowed to find out exactly why this is happening.</p>	<p>All staff would be informed of the behaviour, what triggers this and a plan of action would be agreed with the parents. Sometimes a child would be shadowed to find out exactly why this is happening.</p>



Stage	Type of misdemeanour	Type of Sanction	Recording	Parent contact
3	<b>More serious misdemeanour</b> <b>Or after 5<sup>th</sup> breaktime detention per term.</b>  e.g.  Continually breaches the rights of others.  Isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.  Serious disobedience  Serious rudeness  Stealing.	<b>EYFS In classroom and playground:</b> If a child is presenting with behaviours that continually cause this level of disturbance, an Individual Behaviour Plan would be devised with the parents. This would provide very clear and consistent strategies that all staff and parents follow, these may include: social stories, ELSA (Emotional Literacy Support Assistant) support, response and reaction techniques, calm zoning and shadowing. Refer to IBP for information on how to support the child in these circumstances.	Meeting with parents, recorded and a copy sent to the Head of Prep School.	Meeting with parents, Class Teacher and Nursery Manager.
		<b>KS1/KS2:</b> After school detention on Friday with member of SMT, recorded on ISAMS.  A behaviour plan may be drawn up.  Referral to Head of Prep School and Headmaster informed.	Recorded on ISAMS by Head of Prep School. Notification goes to class teacher.	Head of Prep School to contact parents.
4	<b>Violence/Severe bullying/endangering others or repeated serious misdemeanours</b>	<b>EYFS: In classroom and playground –</b>  If a child is presenting with behaviours that continually cause this level of disturbance, an Individual Behaviour Plan would be devised with the parents. This would provide very clear and consistent strategies that all staff and parents follow, these may include: social stories, ELSA support, response and reaction techniques, calm zoning and shadowing. Refer to IBP for information on how to support the child in these circumstances.  Sometimes a Referral to a paediatrician would be suggested to the parents.	Meeting with parents – recorded.	Meeting with Head of Prep School /Headmaster and parents.
		<b>KS1 &amp; KS2</b>  Suspension of 2-5 days  Or Formal Exclusion   For young or immature children who may view full suspension as a holiday, a pupil may be given an internal suspension, where they are isolated or excluded from lessons and activities, they enjoy for 1 or more days. This will be at the discretion of the Head of Prep School or Headmaster.  Referred to Headmaster  Chair of Governor to be informed.	Meeting with parents – recorded on ISAMS.	Head of Prep School /Headmaster to contact parents.  Meeting to discuss further sanctions/plan.



## **What do these cards mean and what happens next?**

**GREEN Card** shown will mean a positive affirmation of behaviour – House point, sticker, Dojo etc. depending on age and stage.

	<b>YELLOW Card</b>	<b>RED Card</b>
<b>KS1</b> <b>Warning given so that child can change their behaviour</b>	5 mins time out, immediate response. My class teacher will be told. Reflect upon behaviour – discuss emotions and consequences with member of staff.  3 yellow cards become a red card. Yellow cards clear after one week.	10 mins off Golden Time, removal from class or the playground if appropriate. My class teacher will be told. Reflect upon behaviour – discuss emotions and consequences with member of staff.
<b>KS2</b> <b>Warning given so that child can change their behaviour</b>	Warning, time out.  Reflect upon behaviour – discuss emotions and consequences with member of staff.  5 minutes time out, immediate response.  3 yellow cards become a red card. Yellow cards clear after one week.	Detention or sent to another class, miss out.  Reflect upon behaviour – discuss emotions and consequences with member of staff.

## **11.0 CONSEQUENCES**

- 11.1 Missed break or lunchtimes can either be spent in the child's classroom or in the detention room, where they are supervised by a member of SMT. A log of children who attend detentions is kept by the SMT member on duty and actions will be taken if a child is repeatedly missing playtimes (parents will be informed of unacceptable behaviours). Missed Golden Time should be spent in the classroom with a stopwatch/timer, whilst carrying out the consequence. A child may be sent to the Head of Prep at the teacher's discretion. The member of staff who instigates a red card must follow through with the punishment.
- 11.2 Where incidents happen at playtimes, TAs may hold up a card and must inform the child's teacher, midday supervisors must inform the duty Team Leader who will record if a child has been given a card. There is a tab on ISAMS where it can be recorded, and the form teacher gets an instant notification. This will be monitored with a report given to the Head of Prep twice a half term.
- 11.3 Certain extreme misbehaviour, such as physical aggression will automatically by-pass the above progression of sanctions to the final one. In the case of bullying please refer to the anti-bullying policy or cyberbullying policy. The above is a guideline only and where sanctions have to be used a child will be given the appropriate one, given the nature of the incident and other relevant factors, such as their disciplinary record.

## **12.0 PUPILS WITH SEND**

- 12.1 Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.
- 12.2 When a pupil is identified as having SEND, a graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.



12.3 Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.

Under the Children and Families Act 2014, reasonable adjustments will be applied for children with SEND. Individual needs will be considered when implementing the behaviour policy and applying sanctions. The School will use their 'best endeavours' to meet the needs of those with SEN and where appropriate anticipate likely triggers of misbehaviour and look at reasonable adjustments to support the child, e.g. short, planned movement breaks for a pupil whose SEN or disability means they find it difficult to sit still for a long time or a seating arrangement at the front of the class for a child with visual impairment. De-escalation techniques can be used, and staff training may be considered to be appropriate. If a pupil has an Education, Health and Care plan, the provisions set out in that plan will be secured and the school will aim to co-operate with the local authority and other bodies.

12.4 It is imperative, however, that the main priority is the safety of not only an individual but also the pupils and staff.

### **13.0 EXPULSION**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. For cases where expulsion is a necessary course of action, please refer to the Exclusion Policy.

### **BEHAVIOUR OUTSIDE OF SCHOOL PREMISES**

The school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct that the school might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### **14.0 EARLY YEARS FOUNDATION STAGE**

14.1 Through adult modelling and guidance, children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. (EYFS 2025) The child's early learning goals (EYFS 2025) encourages a pathway of learning that means a child can explain the reasons for rules, understanding right from wrong and to behave accordingly. They should be able to show sensitivity to others understanding their own feelings and those of others demonstrating and using strategies that assist them in the resolution of conflict and regulate their behaviour accordingly. Through nurturing, responsive and calm interactions children will develop how they respond and react to others managing to self-regulate their emotions.



14.2 It is therefore imperative that practitioner's model appropriate behaviour and are considerate when responding to incidences using positive language and calm interactions, so a child understands what behaviours are unacceptable, , but also what they need to do in response. Adults and children should co-regulate working together to provide an environment where children can express emotion and be supported and where they are guided through positive relationships, structured and consistent expectations and learning opportunities that support the understanding of rules and boundaries. Practitioners will observe and listen with no judgement, assess, respond, resolve and reflect, ensuring our response always involves communication, interaction and consistency.

14.3 Children also respond well to positive reinforcement and praise, although intrinsic motivation is paramount, we also recognise the importance of celebrating children's achievements and praising a child through reward when deserving. We use a sticker reward process that reinforces good behaviour, and we have a 'Celebration tree' that instils a sense of pride and achievement.

14.4 If a child's behaviour is of concern, , they are spoken to, and the matter is discussed with the child. For more persistent or physical behaviour, the child may be distracted into another activity or asked to spend some individual teacher time with a teacher so they can calm accordingly and talk through their emotions.In Reception, children may be asked to sit on a chair for a short time . This is never in a corner or in the same place in the room. This is so children do not associate one particular place with being 'naughty.' During outdoor play pupils are encouraged to play nicely and share toys. Each day will be a fresh start!

14.5 For children under 2 years of age, incidences of any behaviour will be managed considering the child's age, level of development and the circumstances surrounding the behaviour. Sensitive guiding, care, understanding and a nurturing approach is very much forefront in our interactions when managing behaviour. We consider our responses when managing behaviour and choose to instil a sense of calm, confidence and security in all children, this means we are attentive and responsive to a child's needs and consistently provide an environment where children are able to express themselves.

- Members of staff will respond to the incident calmly ensuring that the child is not given the opportunity to continue displaying the behaviour that is not to be encouraged.
- Diverting children's attention, offering alternative play opportunities and encouraging interaction will be used to distract the child from continuing the behaviour. Children will not be coerced, forced or held and corporal punishment will not be used in any form.
- Parents will be informed of actions that cause harm to others or harm to themselves or if the behaviour is repetitive and of concern. Further support may be required to ascertain reasons for certain behaviours this managed through discussion with the parents and key person initially, this being escalated to the Head of Nursery and SENCo if required.

## **15.0 COMMUNICATION WITH PARENTS**

15.1 Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Key Stage Leader or Head of Prep School so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. It is not practical for teachers to report every misdemeanour to parents, but rather to inform parents of persistent low-level disruption and for years up to end of Year 4 to inform parents each time a child has a detention. In Yrs 5 and 6, to encourage accountability and prepare for Senior School, pupils will be encouraged to inform parents themselves, but parents will be informed when a child receives two detentions in a half term.



## **15.2 Home-School books**

As well as communication within school, these books will be used to comment on the pupil's work and behaviours – BOTH POSITIVE AND NEGATIVE – and the parent will do likewise.

## **16.0 MONITORING**

- 16.1 The Head of Prep School will monitor minutes of KS meetings, playground incidents, ISAMS log and general pupil behaviour around school. This will be discussed at regular meetings patterns will be noted and the policy amended where necessary.
- 16.2 The policy will be discussed at staff meetings, such as SMT, TA & Briefing and reviewed annually.



## APPENDIX I

### SCHOOL RULES

The school rules support the behaviour policy and are in place to maintain discipline and regulate students' behaviour. They aim to:

- Promote good behaviour and respect
- Prevent bullying.
- Ensure that the pupils achieve their full potential.
- Regulate the conduct of pupils.
- The school rules also extend to outside the school premises when the behaviour is deemed to be bringing the school into disrepute, e.g., pupils misbehaving when wearing School uniform.

### PUPIL DRESS CODE

A smart appearance is expected at all times whilst representing the school. We are proud of our uniform and, when worn, we expect our students to promote the school in a positive manner.

- Ties must be worn neatly and have shirts must be tucked in and top buttons done up.
- Shoes should be flat, i.e., not high heeled or excessively platformed.
- White ankle socks should be worn with the summer dress and navy plain tights worn with the kilt.
- Hair should be worn in a neat and manageable style. No hair dye is permitted, and hair gel is permitted only to keep hair tidy, not for elaborate hair styles. Shoulder length or longer hair must be tied back, and short hair must not touch the collar or fall below eyebrows. No extreme hairstyles are permitted, e.g. shaved tramlines.
- A named wristwatch may be worn from Year 3 upwards. No Smart watches are permitted. Those with pierced ears may wear stud sleepers only. These must be removed during P.E., and this is required for health and safety reasons.
- Skirts must be no shorter than two inches above the knee.
- Nail varnish and makeup is not permitted.

Blazers must be worn to and from school and for assembly.

### PUPIL CONDUCT

#### Conduct in the Classroom

- Pupils should arrive for lessons on time.
- Pupils should organise themselves in an appropriate manner with the correct books and equipment.
- Pupils should not disrupt lessons or interfere with the work of others.
- Pupils are expected to note down homework given and ensure that it is completed within the given time frame.

#### Conduct around the School and on the School grounds

Pupils are expected to conform to the school rules and behave in an appropriate way at all times. It is expected that they obey any instructions from all staff without argument. Rudeness will not be tolerated. No running along corridors or pushing.

- When moving around the school please keep to the left of corridors and walk in a sensible and quiet manner, making way for adults, as well as holding doors for others.



- Keep to left hand side of stairs and corridors.
- Hold doors open and allow adults to enter before you.
- Stand aside to let Nursery children pass or adults with small children.
- Be mindful of others in class still working and keep noise to a minimum.
- Enter and leave assembly in silence.
- The use of balls is not permitted near buildings and hard balls are not permitted at breaktimes and lunchtimes.
- Pupils are not allowed to wear headphones or earphones whilst walking around the school.
- Pupils are not allowed to play in parking areas.
- Pupils must keep to the allocated areas during lunchtime/breaktime.
- Pupils must not behave in a manner which may cause injury or danger to themselves or others.
- Pupils must not vandalise or damage School buildings, school property or the property of any individual in the school.
- Chewing gum is not allowed at school under any circumstances.
- School meals must only be consumed in the dining area.
- Pupils are expected to dispose of any litter in the appropriate bins

### **Conduct Before & After School**

- In the morning pupils or carers may not enter the school buildings before 8.30am unless with prior permission from a member of staff due to a club.
- Children must not play on the equipment in the playgrounds or play with the toys in the toy sheds either before or after school.

### **Conduct on School trips**

When taking part in School trips, pupils should be aware that they are representing the School at all times. The following rules apply to conduct on School trips:

- Pupils must listen carefully to instructions and follow them without question.
- Pupils must not behave in any way which could bring the School into disrepute.
- Pupils must not behave in any way which could cause injury or serious danger to themselves or any other individual
- When representing the School in sporting fixtures, all the above School rules apply, and exemplary behaviour is expected.

### **Personal Conduct**

- Swearing will not be tolerated.
- Pupils must not make threatening racist, homophobic or sexist comments – anything discriminatory that goes against the Protected Characteristics of age, disability, sex, marriage & civil partnership, race, pregnancy & maternity, sexual orientation, religion or belief, gender reassignment.
- Pupils must not engage in fighting or bullying or encourage others to behave in this way.
- Mobile phones are not permitted in the Prep School, unless in exceptional circumstances and agreed by the Head of Prep School.



- Pupils are not allowed to photograph or record any member of staff, pupil body or any other pupil without his or her knowledge and consent. This includes using mobile phones for such purposes.
- Pupils must not make remarks about the school or any pupils or staff members on any website, or in printed publications without prior agreement.
- Pupils must not carry large sums of money about their person (i.e., more than £5). It must be handed in to the class teacher in a named envelope.
- Pupils must not sell items at school unless agreed with a member of staff.
- Smoking is not permitted anywhere on the school grounds.
- Pupils are not permitted to consume alcohol anywhere within the School or on the school grounds.
- Misuse or dealing in illegal and legal drugs is strictly prohibited anywhere within the School and its grounds. This is a serious offence and may lead to immediate expulsion and the police may be informed.

**For reference, please see our *Illegal Drugs and Substance Misuse Policy*.**

#### **Relating to use of ICT:**

**(Please refer to Anti-bullying Policy/E-safety and ICT policy)**

Follow the SMART principles and sing the E-Safety Agreement.

- The messages I send will always be polite and sensible.
- I will only use the computers/iPADs with permission and as instructed by the teacher.
- I will keep my computer username and password secret.
- I will not upload photographs of myself and/or my friends which have been taken in school or whilst we are in school uniform onto social media sites.
- Pupils must not interfere with the work of others or the system itself.
- No one must create, store, transmit or cause to be transmitted material which is offensive, obscene, indecent, or defamatory or which infringes the copyright of another person.
- Pupils must not gain or attempt to gain unauthorised access to other people's files or facilities or services accessible via local or national networks or transmit any confidential information about the School: they must not attempt to get around service limitations placed on network use by the School (or its agents).
- Pupils must not use school computers to access any social networking sites.
- Pupils, under the age of 13, must not under any circumstances use any social networking sites e.g., Facebook or Twitter.
- Social media should never be used in order to bully or intimidate any pupil or member of staff or behave in any way online which could bring the school into disrepute.

#### **Prohibited Items**

The following items are prohibited and should not be brought into school under any circumstances:

- Knives or weapons
- Replica knives or weapons
- Alcohol
- Illegal drugs
- So-called 'Legal Highs' (which were reclassified as illegal in September 2016)



- Stolen items
- Tobacco, cigarette lighters and cigarette papers
- E-cigarettes/vape pens, their chargers and e-liquid
- Fireworks
- Pornographic images (either on electronic devices or on paper)
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil found in possession of it).

In accordance with Department for Education guidelines on Searching, Screening and Confiscation (2018), the school reserves the right to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item on the premises. The school can seize any prohibited item found as a result of a search.

### **Security**

- Pupils must not carry large sums of money about their person. If necessary, money can be left in a named envelope in the School Office.
- It is not advisable to bring any expensive items into school.
- Mobile phones must not be brought into school unless express permission has been given by the Head of Prep School (then they must be handed in to the office at start of day).
- The belongings of any individual in the School should not be taken, hidden, damaged or vandalised; the School uses CCTV cameras, and any pupil found damaging or stealing property will receive serious sanctions.
- All adults onsite during the day report to the office and sign in. All staff wear identity badges

### **Playground Rules**

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day as children form friendships, structure their own play, and exert self-discipline and responsibility towards others.

However, many lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns during Circle Time, via School Council Reps or directly to Class Teachers or other members of staff.

In order to manage behaviour and lessen disputes there are playground rules displayed and circulated to all staff regularly. There are rotas for football, netball, playing on the Ship and tidying up the toys. Playground Pals help on KS1 playground.

There are sufficient staff on duty in all playing areas and in the dining room and a duty rota is updated at least every half term. If a child fails to follow the Playground Rules, they may be referred to the member of staff on duty.

When pupils need to leave the playgrounds, they must ask permission and will be given a hallway pass band to signify they have been given permission. If they are attending a club, the club leader will collect the pupils from the playground.



**There are FIVE play areas:**

### **Foundation Stage Playground**

Football is only played in the marked area of the playground.

Children must eat snacks sitting down and any food dropped must be picked up and put in the bins.

### **Key Stage 1 Playground (Orchard Court)**

- There is a football rota displayed in the playground.
- If the ball is kicked out of the playground 3 times, then it is 'out of play' and may be given back after ten minutes at the discretion of those on duty.

### **Key Stage 2 Playgrounds (Adventure Playground and Orchard Court)**

Children may only play inside the courts when a member of staff is on duty. There is playground equipment with height and therefore all rules must be carefully adhered to, and the area must be carefully supervised. No ball games can be played in the adventure playground, however key stage 2 children can either play ball games in Orchard Court (morning and afternoon breaks) and in Forest Court at lunchtimes.

No ball games can be played outside the courts. Outside the courts is for free play and use of play equipment such as hoops, skipping ropes etc.

No handstands allowed on courts and hard surfaces.

When it is Orchard play, children may not play on the hard surface courts due to supervision.

### **Forest Court**

This area has space for ball games and free play. Children must wait inside the playground area until a teacher is on duty on the zebra crossing.

### **The Orchard**

- Orchard rules include no climbing of trees or throwing of apples (see Orchard Rules in appendix 2)

**In the interpretation of all school rules, the Headmaster's decision will be final.**

**The school cannot be held responsible for items lost or stolen.**

**EYFS              Playground              Rules              and              Supervision              Procedures**  
*In line with the EYFS Statutory Framework Sept 2025*

### **Supervision and Staff Deployment**

- Children must be supervised at all times according to EYFS ratios.
- Staff should be deployed as follows:
  - **2 adults** monitoring play on the **tall climbing frame**.
  - **1 adult** overseeing games and play on the **Astroturf pitch**.
  - **1 adult** walking around and monitoring **general playground activity**.
  - **1 adult** monitoring the area **around the humps**.



## Playground Procedures and Safety

- Communication between staff is essential when children leave the playground for any reason (e.g., toilet, dance/sports club).
- Update ratios immediately to reflect any changes, recording ratio and changes on the blackboard as required.
- When the bell rings, children must **tidy up** and **line up in class groups** promptly.
- **Toys and bikes must not** be taken onto the Astroturf pitch.
- **Only adults** should retrieve footballs kicked over fences or into out-of-bounds areas.

## Behaviour and Play Monitoring

- If behaviours are of concern or play is inappropriate, kindly **distract and redirect** the child to another activity.
- Children choosing to play in **secluded or hidden areas** (e.g., behind the Summer House or in the playhouse) should be **relocated** to a more visible area.
- For persistent or serious behaviour concerns, **follow the Behaviour Policy** and seek support from the **Head of Nursery or Deputy Manager**.

**Thank you for supporting safe, happy, and purposeful outdoor play.**



## APPENDIX 2

# ORCHARD RULES

**We stick to our play areas when on the orchard. Year 5/6 bottom pitch, Year 3/4 on pitch by railway line, Year 1 & 2 in areas in between.**

**We will not pull or pick up plums or apples as this may disturb wasps. We do not throw apples.**

**We let teachers know if there is any mess left by foxes or other animals.**

**We do not play on the tarmac playground or in the court or cricket nets.**

**We do not climb trees.**

**We don't dig.**

**We do not do head stands**

**We always ask a teacher if we need to leave the orchard to go to the toilet or to a club.**

**Please keep your shoes on (you don't want to be stung).**

**We don't go behind the Sports Hall or onto the path by the Jockey's Carpark.**

**We will not touch plants as some can be dangerous.**

**THESE RULES ALSO APPLY BEFORE AND AFTER SCHOOL**



**Playground Rules**

Making our school a safe place for all





## APPENDIX 3

### Physical Intervention Record



This form may be used to record incidents where physical intervention has been used in order to prevent children from injuring themselves, injuring others or damaging property

Date of Accident/Incident	Time	Location

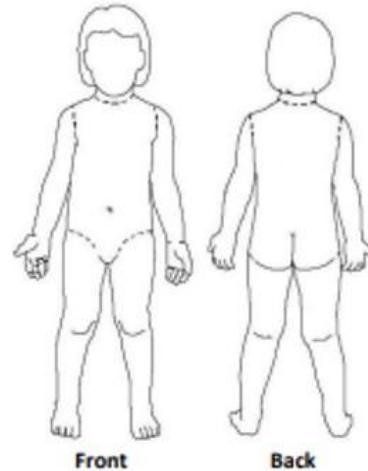
Name(s) of Child(ren) Involved	Date(s) of Birth	Adults/Witnesses Present	Permission to Contact	Statement Attached

**Circumstances leading to and description of Incident:**

**Method(s) of restraint used:**



**Details of any injuries as a result of physical intervention and First Aid administered:**



<b>First Aid administered by:</b>	<b>First Aid kit replenished: YES / NO</b>
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**Events following physical intervention:** (What happened next? – response / condition of child, immediate safety measures put in place, emergency contacts / parents called etc)

**Follow Up Action required:** (In the event of a serious incident include details of any organisations that must be informed e.g. ISI / Care Inspectorate / Insurance Company, etc and attached details of notification to this report.)

**Parent / Carer comments:**

**Key Worker Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent / Carer Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_