

Staines Preparatory School



Behaviour Policy **(Including Rewards & Sanctions)**

September 2023

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The School is a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy is guided by the Department for Education document [‘Behaviour in Schools’ \(2022\)](#), and their ‘School Behaviour and Attendance Policy’ Paper (May 2015).

We expect every member of the school community to behave in a considerate way towards others and follow the *Staines Prep Way*. *The Staines Prep Way* is centred around and underpinned by the following values:

Respect others
Be your best
Forgive
Share
Be kind
Be honest
Listen



The School treats all children fairly and applies this Behaviour Policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community.

We have high expectations of the children with regard to behaviour and conduct.

Behavioural Expectations

Fundamental to the implementation of this policy is the setting of clear and consistent expectations by all members of staff throughout the School community. A great deal of behavioural matters can be rectified and removed through setting expectations of pupils. This is achieved through a number of ways.

Our School Community are expected to comply with The Code of Behaviour given below:

- be polite and well-mannered at all times
- show respect for others and their property
- be tolerant of others
- be honest and trustworthy
- show consideration for others
- behave in a way that does not disturb the learning of others
- move safely around the School
- listen carefully to and follow the instructions of the adults in School
- conform with the Staines Prep Dress Code
- be punctual at the start of the School Day and for lessons

Whilst staff remain vigilant at all times to implement and model these expectations, potential ‘hot spots’ may be identified when staff should be particularly aware of the need to reinforce the expectations of the pupils. These areas may include:

- Children waiting outside a class prior to a lesson
- Children waiting for materials to be handed out
- Children handing out materials and equipment, or moving around the room
- Change in pace of lesson, from group activity to independent work
- Whilst queuing, for example; for lunch or to go to clubs
- When moving from one lesson to another or when getting equipment from lockers before a change of lesson
- When entering and exiting the building for breaktimes

A number of strategies may be used to monitor and implement expectations in and out of the classroom. Successful strategies are shared amongst the staff, and may include examples from the list below:

- Count up/count down with fingers/count down verbally
- Musical instruments
- Using verbal phrases such as 'One, Two, Three, eyes on me'
- Raised hand as visual prompt for attention
- Clapping a rhythm and clapping it back
- Class displays and Class Charters
- Behaviour charts in classrooms to encourage positive behaviour and to award house points for good work

The School does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of such behaviour and the procedures outlined in *The Anti-Bullying Policy* are followed.

Rewards

Staff at Staines Prep are encouraged to use rewards and praise to celebrate positive behaviour in order to encourage adherence to the expectations outlined above. By identifying examples of desirable behaviour, staff are able to emphasise the expectations and encourage others in the class to act likewise.

Children are praised and rewarded in a variety of ways including;

- Verbal congratulations and praise for their efforts
- Stickers and stamps may be given to children to reinforce verbal or written praise with a clear visual reward
- Privilege Time is provided weekly in recognition of the very good behaviour of the children
- Children are awarded House Points for good work, effort, politeness, helpfulness, etc. As a guide, children can be awarded 1 house point for showing kindness and the SPS Way or for completing a task or homework to a good standard with good effort. Up to 3 house points can be awarded for outstanding work and achievement. On occasion more house points can be awarded if it is a project-based task with has lasted for a longer period, for example, a half term art project in ADT. Children across the school record house points earned on class house points in classrooms and Upper School pupils record house points from class and homework into their homework diaries.
- Merit Slips may be given for academic work of a consistently high standard, to acknowledge outstanding effort or acts of kindness in school, and showing SPS way values. Pupils receive Bronze, Silver, Gold and Platinum awards for achieving a certain number of merits, outlined below.

Children's achievements are recognised publicly in:

- Assemblies
- Weekly Bulletin
- Displays
- House point charts in classrooms
- Other School events, e.g. Concerts, Leavers' Evening, etc.
- Certificates issued from Headmistress after obtaining 10, 20, 30 and 40 Merit Slips (Bronze, Silver, Gold and Platinum)
- Positive notes and emails may be sent home to parents
- Pupils also have the opportunity to recognise positive behaviours and actions amongst their peers, by leaving notes in our positivity post which is shared in assemblies.

Other examples in more specific areas of the School also celebrate achievement and positive behaviour:

- Pupils may be awarded sporting colours for ability in sports played by the School
- Stickers in specific language in French/Spanish lessons
- Pupils exhibiting specific examples of abiding by the features of 'The Staines Prep Way' may be invited to have 'Lunch with the Headmistress' and Year 6 pupils displaying this are invited to 'Morning Tea with the Headmistress'.

- House Point trophy is awarded on a weekly basis to the house that has collaboratively achieved the most house points for the week. This is celebrated during whole school assemblies. A termly House Cup is awarded for the term's achievement for the house with the most points for the term. The winning termly house will receive an extra reward where they can come and celebrate together e.g., an extra games/play session during a privilege time slot.

The School acknowledges all the efforts and achievements of children, both in and out of school. This is celebrated and recognised during whole school assemblies and displayed on the achievement board.

Procedures and Sanctions

Behaviour charts are used in classrooms throughout the school, as well as at lunchtimes, to ensure that we adopt a whole school approach with regard to behaviour expectations, rewards and sanctions. Behaviour charts are designed in coloured sections with the view that all pupils start each double period on 'green' with the positive motto 'go for green'. 'Green' is deemed following classroom instructions, staying on set tasks and showing our value of respect towards others. Children are able to move up the behaviour chart to silver, or gold for showing work or behaviour that goes above and beyond 'green' expectations and this transition is rewarded with house points or merits. There is a further 'amber' section to which a pupil may be moved for not following an instruction despite verbal and visual reminders, is disrupting learning for themselves or others or has displayed other behaviours listed in appendix 2.

Pupils are always encouraged to make the right choices to help them to become more aware of their actions and their consequences. The belief is that giving a child a choice reduces their feeling that something is being done to them and can help them to accept an instruction and anticipate a sanction if they are unable to comply. With this in mind, we adopt a restorative approach when using our behaviour chart system, and all staff actively encourage children to continue to 'go for green'. When behaviour is seen to improve, children are moved back to 'green' and can continue to move up the behaviour chart. However, if a child remains on 'amber' for the duration of a lesson and has been unable to remedy their behaviour choices, then they will risk losing five minutes of their social time (which could be the closest break time, lunch time or privilege time) as a sanction. If a child receives a sanction for poor behaviour, the staff member who issued the sanction will record it on ISAMs, enabling pupil behaviours to be tracked and monitored.

Behaviour expectations will continue during the children's social time during break and lunch times. Staff supervising during these times will reward and sanction behaviour following this same policy. If a sanction is issued during these times, it will be recorded by the duty staff issuing the sanction on ISAMs. The lunchtime supervisors will inform the relevant staff in the event that a child has been sanctioned with loss of free time during lunchtime.

Please see the Behaviour Flow Charts given in Appendix 1 to see a breakdown of how these procedures are implemented, and the process of escalation.

Guidance on what actions will result in which sanction is outlined in Appendix 2, although this list should not be considered exhaustive, and the occurrence of each incident may warrant different sanctions depending on circumstances and history.

Parents are expected to co-operate with the School in matters of behaviour management and support the use of sanctions, as outlined in this policy, where appropriate.

Parents are informed if there are concerns about their child's behaviour.

The School works closely with parents, so that children receive consistent messages about appropriate behaviour.

If parents have any concerns about the sanctions their child has received, they should initially contact the Class / Form Teacher. If the concern remains, they should contact the appropriate Year Group Co-ordinator, followed by either the Assistant Head, the Deputy Head or the Headmistress.

Staff should promote *The Staines Prep Way* and ensure the School Code of Behaviour is understood by the children and followed.

Any concerns about the behaviour of individual children or behaviour in general is discussed at Staff Meetings, with staff whom it is relevant, so that the child can be supported appropriately by those staff that they work with or are supervised by.

Whilst the School applies a consistent approach to all pupils in implementing this Rewards and Sanctions Policy, consideration is given to Special Educational Needs and Disability (SEND) pupils and reasonable adjustments may be made based on advice outlined in a pupil's individual support plan (ISP).

Where required, SPS liaises with other agencies, such as educational Psychologists, Police, Social Services, General Practitioners and Child Assessment Service (CAS).

This policy seeks to support and manage those pupils undergoing a transition between Key Stages, and when either joining or leaving the School, or when such circumstances might reasonably affect their behaviour. Further guidance on how the School supports pupils between Key Stages and year groups can be found in the Transition Policy.

When an incident is reported to a member of staff it could require further investigation, the details of which may be recorded, if appropriate.

All members of staff are aware of the regulations regarding the use of force by Staff members, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils* and their July 2013 guidance: *Use of reasonable force in schools*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. *In any event where physical restraint is required, the matter will be recorded, the Head informed and parents informed on the same day or as soon as is reasonably practical.* The actions that we take are in line with government guidelines on the restraint of children. This guidance can be found in Appendix 3.

Corporal punishment is not used or threatened.

It is the responsibility of the Headmistress, under the *School Standards and Framework Act 1998*, to ensure the School's Behaviour Policy is implemented consistently and fairly throughout the School, and to report to Governors, when requested, on the effectiveness of the policy.

The School also keeps a centralised register (ISAMS) of sanctions on which teachers record any loss of free time, or sanctions which warrant pupils being issued either a behaviour slip or red card. These are reviewed on a regular basis so that patterns can be identified and actions and support are put into place. The Headmistress keeps records of all reported serious incidents of misbehaviour.

Disciplinary action may also be taken against pupils who are found to have made malicious accusations against staff, in line with the School's Behaviour Flow Chart.

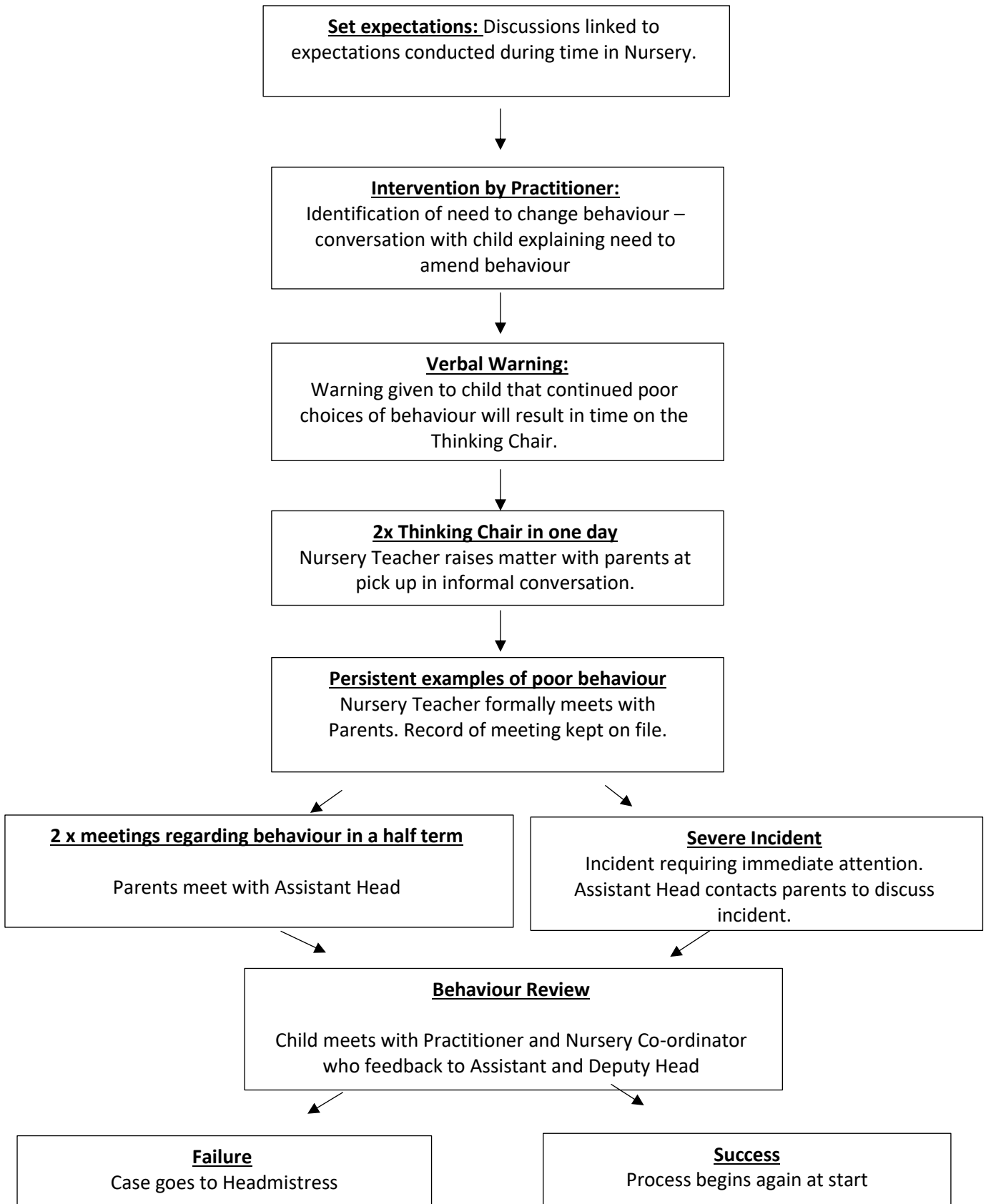
For all bullying incidents please also refer to The Anti-Bullying Policy.

For repeated or very serious acts of anti-social behaviour, the Headmistress may suspend, request removal of, or permanently exclude a child. These actions are taken only after the Chairman of Governors has been notified. Please refer to the Suspension, Removal and Expulsion Policy for further information.

This policy also applies to the Early Years Foundation Stage, and a separate flow chart for Nursery can be found in Appendix 1.

STAINES PREPARATORY SCHOOL

APPENDIX 1: BEHAVIOUR FLOW CHART NURSERY



STAINES PREPARATORY SCHOOL

APPENDIX 1: BEHAVIOUR FLOW CHART RECEPTION AND LOWER SCHOOL

Verbal Warning:

Following statement of expectation, outlined and reinforced in class discussions and classroom management strategies

Second Warning:

Identification of need to change behaviour. Pupil's name moved to 'amber' and opportunity given to child to improve behaviour.

Loss of Social Time:

Continued examples of poor behaviour – pupil's name remains on amber, and 5 minutes will be deducted from the nearest Social Time (either Break Time, Lunchtime or Privilege Time). Pupil and Class Teacher to discuss behaviour restoratively when appropriate and copy sent home.

2 or more separate incidents in a week resulting in loss of Social Time:

Class teacher contacts parents. Record of conversation kept on file.

2 x Parent meetings in a half term

Year Coordinator contacts parents to discuss strategies for improvement.

Red Card

Severe incident requiring immediate attention. Year Coordinator contacts parents to discuss incident.

2 more parent meetings (or another Red Card)

Behaviour Management Plan drawn up by Assistant Head and Deputy Head. A copy of which is given to the child's parents.

Failure

Case goes to Head of School. Plan reviewed, adapted, revised, possibly involving external agencies

Success

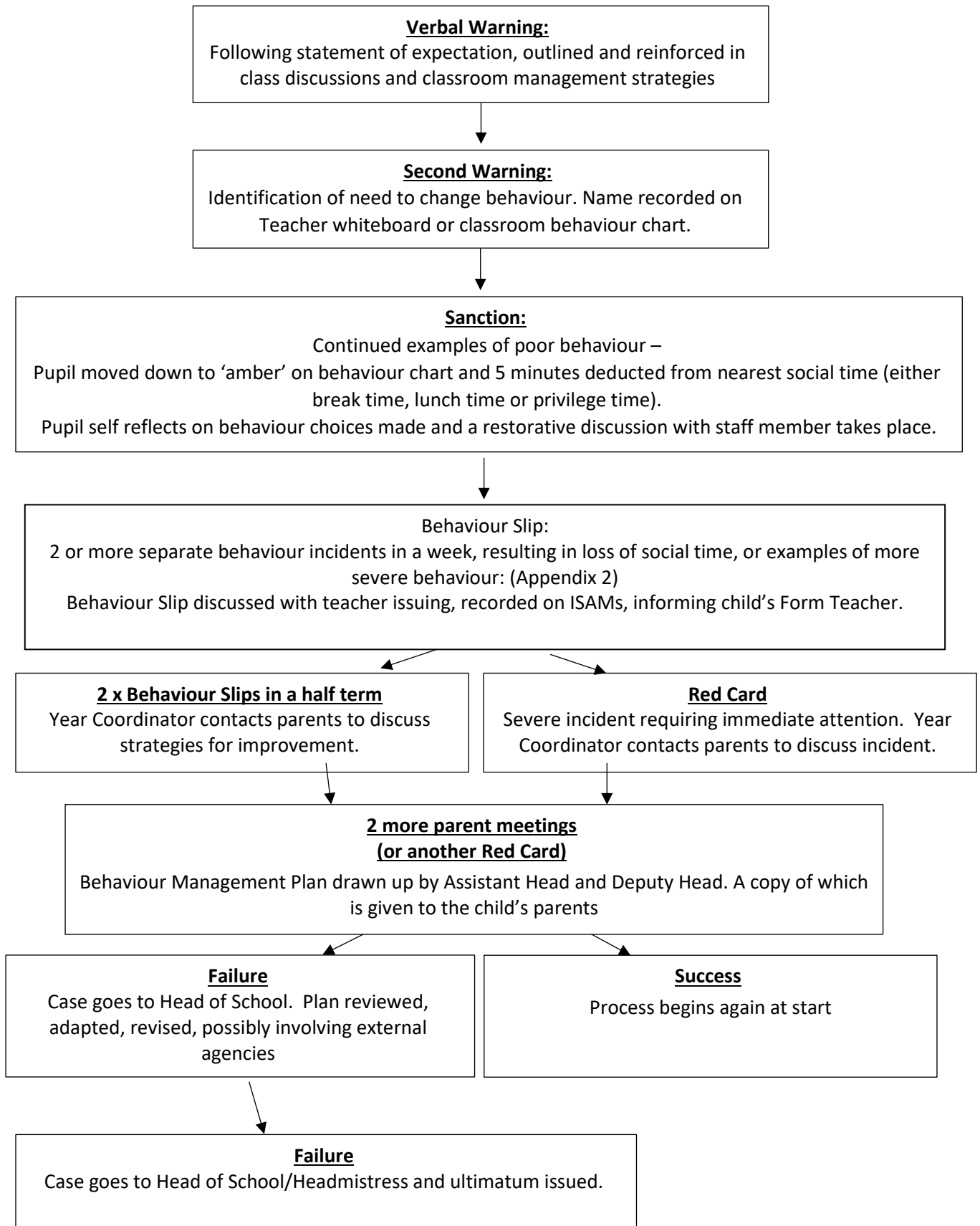
Process begins again at start

Failure

Case goes to Head of School/Headmistress and ultimatum issued.

STAINES PREPARATORY SCHOOL

APPENDIX 1: BEHAVIOUR FLOW CHART UPPER SCHOOL



STAINES PREPARATORY SCHOOL

APPENDIX 2: EXEMPLAR LIST OF ACTIONS AND SUGGESTED SANCTIONS

Verbal Warning	Loss of Social Time	Behaviour Slip/Contacting Parents	Red Card
Disruption in class Talking Calling out Interrupting Answering back Improper use of equipment Inappropriate responses Late for registration/lessons Ignoring instructions Lack of appropriate equipment	Three instances of behaviour requiring a verbal warning or: Rudeness Unkindness Disrespectful Deceitfulness Unnecessary running in corridors	Two or more separate behaviour incidents resulting in loss of social time in a week or: Disrespecting property Pushing/shoving Out of bounds	Swearing Fighting Theft Bullying Derogatory comments (racist / homophobic /sexist etc) Dangerous behaviour Vandalism Aggressive behaviour Peer on peer abuse

APPENDIX 3: REGULATIONS REGARDING THE USE OF FORCE BY STAFF MEMBERS

PHYSICAL INTERVENTION - THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

Introduction

A provision of the 2006 Education and Inspection Act (s.93) clarified the powers of staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption.

Such powers already existed under common law, but they had often been misunderstood. Neither the Act nor this new provision authorised the use of corporal punishment. Corporal punishment is now unlawful in all schools. Nor were they intended to encourage the use of inappropriate force. There is a common misconception that, since the Children Act 1989, any physical contact with a child is in some way unlawful.

Where necessary, reasonable force can be used to control or restrain pupils. Physical contact with pupils may also be appropriate or necessary in other circumstances as outlined below.

This policy takes guidance and uses definitions outlined in the 2006 Act, and the additional guidance offered in the 'Use of Reasonable Force – Advice for head teachers, staff and governing bodies' (Updated July 2015)

In July 2002 the case of Bournemouth Borough Council v Meredith, the employment appeal tribunal stressed that schools should:

- have a clear policy on using physical restraint
- identify when staff can use reasonable force to restrain pupils

The appeal tribunal said that this was a lesson that employers in this field would do well to learn - namely that if those responsible for the management of a school wished to impose on staff a policy of 'no physical force on students', they should ensure that:

- They communicate the policy clearly to the staff
- They make it clear that any significant departure from the policy will be viewed as a disciplinary and potentially dismissible offence

The use of Reasonable Force

The use of reasonable force may be used to prevent a pupil from doing, or continuing to do, any of the following:

- Remove disruptive children from the classroom where they have refused to follow and instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

The above applies when a teacher or other authorised person is on the School premises, and when they have lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of School activity

When is Force Appropriate?

Everyone, whether authorised by the Headmistress or not, has the right to defend themselves against an attack, provided they do not use a disproportionate degree of force. Similarly, in an emergency, for example, if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. The purpose of this provision is to make it clear that Staff members and other authorised staff are also entitled to intervene in other, less extreme situations.

Ask the following questions:

- Did the incident warrant the degree of force used?
- Was the degree of force proportionate to the seriousness of the behaviour or consequences it was intended to prevent?
- Was the degree of force appropriate, bearing in mind the age, understanding and sex of the pupil concerned?

Force used should always be the minimum necessary to achieve the desired result.

Before intervening physically, a staff member should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. The staff member should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and Staff members should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil.

Acceptable Forms of Force

Physical intervention can take several forms. It might involve:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- in extreme circumstances only, using more restrictive holds

DO NOT:

- hold a pupil around the neck or by the collar in any other way that might restrict the pupil's ability to breathe
- slap, punch or kick a pupil
- twist or force limbs against a joint
- trip up a pupil
- hold or pull a pupil by the hair or ear
- hold a pupil face down on the ground

Always avoid touching or holding a pupil in a way that might be considered indecent.

What the School Should Do If Staff Have Used Force During An Incident

There must be a detailed, contemporaneous report of any occasion (except minor or trivial incidents) where force is used. (If in doubt of the necessity for a report, please consult the Headmistress). This report, containing the following information, should be handed to the Headmistress as soon as possible after the incident:

- the name(s) of the pupil(s) involved and when and where the incident took place
 - the name(s) of any other staff or pupil(s) who witnessed the incident
 - the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
 - how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to diffuse or calm the situation, the degree of force used, how that was applied and for how long
 - the pupil's response and the outcome of the incident
 - the details of any injury suffered by the pupil, or a member of staff and of any damage to property
- The Headmistress will then decide whether parents need to be informed and when and how that should be done.
 - The written report:
 - may help prevent later misunderstanding or misrepresentation of the incident

- will be useful if a child or parent makes a complaint against the School or teacher concerned
- could be important evidence if criminal or civil proceedings are brought against the School or a teacher

Physical Contact with Pupils (General)

There are occasions when physical contact with a pupil may be proper or necessary as outlined in the 2013 guidance document under the section 'What about other physical contact with pupils?'. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, music lessons, or ADT or if a member of staff has to give first aid. Young children and those with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Staff members will use their own professional judgement when they feel a pupil needs this kind of support. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should bear in mind that even innocent and well intentioned physical contact can sometimes be misconstrued.

Legal Implications

Staff members faced with a situation where a pupil needs to be restrained or where force is necessary are particularly vulnerable to accusations by pupils or parents of assault.

Allegations may be made in the heat of the moment; as a result of misrepresentations and misunderstandings - or they may be false, malicious or misplaced.

School staff must bear in mind that it is a criminal offence to use or threaten physical force (for example, by raising a fist or making a verbal threat) - unless there is lawful excuse, or justification, for the use of force. A court that sees staff have acted within the guidelines on using force is likely to conclude that there was lawful excuse for that force to have been used.

Similarly, it is an offence to lock an adult or child in a room without a court order (even if they are not aware that they are locked in) except in an emergency when, for example, locking someone in while seeking help would be justified.

Physical intervention may also lead to a civil negligence action if it results in injury, including psychological trauma, to the person concerned.

When School Staff are the Victims

No matter how good staff are at diffusing situations, they will not always be successful. Occasionally a pupil will vent his or her anger on a teacher. This is a traumatic experience, and staff may suffer serious injury, requiring time off work. In a small number of cases, incidents lead to long-term ill-health; and occasionally a teacher cannot, or does not wish to, return to work at all.

What can we do if a pupil assaults a member of staff?

Where a member of staff is assaulted by a pupil, the pupil's conduct will be dealt with via the school's behaviour policy. The pupil will be removed from lessons and isolated from other pupils. Behaviour sanctions, including exclusion may be required. A fixed term exclusion may be necessary in order to investigate the circumstances around the assault. As part of this process, an individual pupil behaviour risk assessment will also be carried out and the outcome shared with all employees that have contact with the pupil in question. The school's safeguarding lead will also be consulted following an assault by a pupil as there may be child protection issues to consider.

Where a pupil has assaulted an employee, and they return to school, the member of staff will not be required to teach or supervise the pupil in question if they do not feel comfortable doing so.

Exclusion

Permanent exclusion is a serious step and will usually be the final stage in the disciplinary process after other strategies have been tried without success. DfE guidance does, however, state that: '...there will be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence'. These might include:

- serious actual or threatened violence against another pupil or member of staff
- serious abuse or assault
- supplying an illegal drug; or carrying an offensive weapon

Before excluding, the head must:

- ensure an appropriate investigation has been carried out
- consider all the evidence available to support the allegations, taking the School's behaviour policy into account