



BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DEFINITIONS

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Incorrect uniform

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Vandalism

Theft

Fighting

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- *Knives or weapons*
- *Alcohol*
- *Illegal drugs*
- *Stolen items*
- *Tobacco and cigarette papers*
- *Fireworks*

- *Pornographic images*

Any article a staff member 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)

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

More details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

THE PRINCIPAL

The Principal, Head of KS 2 and Head of KS1 are responsible for reviewing this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

STAFF

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a Behaviour Incident Form)
- The SMT will support staff in responding to behaviour incidents.

PARENTS

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form teacher promptly

PUPIL CODE OF CONDUCT

General Code of Conduct

Pupils are expected to:

- *Behave in an orderly and self-controlled way*
- *Show respect to members of staff and each other*
- *In class, make it possible for all pupils to learn*
- *Move quietly around the school*
- *Treat the school buildings and school property with respect*
- *Wear the correct uniform at all times*
- *Accept sanctions when given*
- *Refrain from behaving in a way that brings the school into disrepute, including when outside school*

In class, pupils are expected to:

- *Sit quietly and listen when the teacher is talking.*
- *Put up your hand when you want to ask a question.*
- *Do not disturb or distract other children when they are working.*
- *Put everything away before you leave the room. Make sure everything is tidy.*
- *Always read the instructions carefully before you ask for help.*
- *Return your homework on time.*
- *Bring your homework carrier to school every day.*

In the playground, pupils are expected to:

- *Look after each other and play together nicely and safely*
- *Show respect to every adult on duty*
- *Ask an adult on duty if we want to go to the toilet or get a drink*
- *Let other children get on with their own games*
- *Ask children on their own to join in with our games*
- *Play properly with the toys and put them away when we have finished*
- *Not play on the stones, the flower beds or behind the trees*
- *Say sorry if we bump into someone by accident*
- *Never push, hit or hurt anybody*
- *Line up in silence when we hear the bell*

In regard to friendships, pupils are expected to:

DO

- Be kind to everybody.
- Treat others as you would like them to treat you.
- Respect each other's differences.
- Understand other people's feelings.
- Befriend children who are on their own
- Handle conflict maturely and sensibly
- If someone is being unkind ask them to stop, if they don't then tell a teacher.
- Help and support each other.
- Do not let anyone be sad or lonely
- Offer to give anyone another chance if they change.

DO NOT

- Hurt anybody in any way.
- Call anyone names, tease or make up stories.
- Ignore people
- Answer back or get into an argument if someone hurts you
- Encourage children who are being hurtful to others.
- Deliberately try to annoy others or spoil their games.

REWARDS AND SANCTIONS

We praise and reward children for good behaviour in a variety of ways:

- *Teachers congratulate children.*
- *Teachers give children house points.*
- *Teachers may also award certificates.*
- *We also put children in the teachers' "GOLD BOOK", either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Children are then congratulated and presented with a badge in Assembly*

LIST OF REWARDS AND SANCTIONS

Positive behaviour will be rewarded with:

- *Praise*
- *House Points*
- *Letters or phone calls home to parents*
- *Special responsibilities/privileges*
- *Gold Book Awards*
- *Behaviour Chart*

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- *A verbal reprimand*
- *Sending the pupil out of the class to see the Principal or Head of Key Stage*
- *Expecting work to be completed at lunchtime detention*
- *Staying inside at break or lunchtime.*
- *Referring the pupil to a senior member of staff*
- *Letters or phone calls home to parents*
- *Agreeing a behavioural Support Plan*
- *Putting a pupil 'on report'*
- *Suspensions*
- *Fixed exclusions*

See appendix 5 for sample letters to parents about their child's behaviour.

Pupils may be sent to the Principal's Office during lessons if they are disruptive, and they will be expected to complete the same work there as they would in class.

OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from a school event.

MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our **Whistleblowing**, **Safeguarding** and **Dealing with Allegations against Staff** Policies for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

BEHAVIOUR MANAGEMENT

Classroom management

Teachers and teaching assistants are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- *Create and maintain a stimulating environment that encourages pupils to be engaged*

- *Display the pupil code of conduct (or their own classroom rules where appropriate)*
- *Develop a positive relationship with pupils, which may include:*
 - *Greeting pupils in the morning/at the start of lessons*
 - *Establishing clear routines*
 - *Use of clapping refrain to regain children's attention when needed*
 - *Communicating expectations of behaviour in ways other than verbally*
 - *Highlighting and promoting good behaviour*
 - *Concluding the day positively and starting the next day afresh*
 - *Having a plan for dealing with low-level disruption*
 - *Using positive reinforcement*

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Please refer to our **Use of Restraint Policy** for more information on our approach to restraint.

CONFISCATION

Any prohibited items (listed above) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

INDIVIDUAL PUPIL NEEDS

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

TRAINING

Behaviour management will also form part of continuing professional development.

MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Principal and SMT every year. At each review, the policy will be approved by the Principal.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

PRINCIPAL		Date	September 2022

Appendix 2 – Behaviour Incident Report



**DOWNHAM PREPARATORY SCHOOL
AND MONTESSORI NURSERY**

Behaviour Incident Form

Name: Age:

Date: Time of Incident:

Member of Staff:

Others involved:

.....

.....

Location of Incident

Hall

Playground

Classroom

Sports Field

Changing Rooms

Other:

Problem Behaviour

Aggression/Physical Contact

Harassment/Bullying

Abusive Language

Inappropriate language

Lying

Property damage

Disruption/Tantrum

Stealing

Unsafe behaviour

Fighting

Teasing

Other:

Defiance/disrespect

Biting

.....

Problem Motivation/Triggers

Gain peer attention

Avoid task/activity

Discomfort/illness

Obtain desired item/activity

Unsure

Sensory issue

Gain adult attention

Frustration

Hyperactivity

Avoid peer (s)

Anxieties/fear

Other:

Avoid adult

Emotions

.....

Comments/Description of behaviour (continue overleaf if necessary)

Outcome

Parent notification/meeting

Detention

SMT Notification

Exclusion from break times

Verbal warning

Other:

Signature SMT Signature Parent Signature

Appendix 3 –Incident Report



**DOWNHAM PREPARATORY SCHOOL
AND MONTESSORI NURSERY**

Incident report

Pupil's Name -

Class -

Date -

Lesson (please tick)

1	MB	2	3	Lunch	4	AB	5	6	ASC

Account of incident (including any injuries)

Report written by -

Subject -

Action taken by -

Lunch Detention	y/n	Phone call home	y/n
Letter home	y/n	Principal informed	y/n

Action taken

Parents notified? Yes No (please tick as appropriate)

Signed ----- Date -----

Notes (overleaf - including notes from follow up meeting with parents if applicable)

Appendix 4 – Use of Restraint Form



DOWNHAM PREPARATORY SCHOOL AND MONTESSORI NURSERY

Use of Restraint Record

Details of pupil or pupils on whom force was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons
Description of incident by staff involved, including any attempts to de-escalate and warnings given that force might be used
Reason for using force and description of force used
Any injury suffered by staff or pupils and any first aid/or medical attention required
Reasons for making a record of incident
Follow up, including post-incident support and any disciplinary action against pupils
Any information about the incident shared with staff not involved in it and external agencies
When and how those with parental responsibility were informed about the incident and any views they have expressed
Has any complaint been lodged (details should not be recorded here)?
Report compiled by: Name and role: _____ Date: _____

Appendix 5 - letters to parents about pupil behaviour – templates

First behaviour letter



DOWNHAM PREPARATORY SCHOOL AND MONTESSORI NURSERY

The Old Rectory, Stow Bardolph, Nr Kings Lynn, Norfolk, PE34 3HT
(01366) 388066 office@downhamprep.co.uk www.downhamprep.co.uk

Dear Parent

Recently, your child, *(insert name)*, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter



DOWNHAM PREPARATORY SCHOOL AND MONTESSORI NURSERY

The Old Rectory, Stow Bardolph, Nr Kings Lynn, Norfolk, PE34 3HT
(01366) 388066 office@downhamprep.co.uk www.downhamprep.co.uk

Dear Parent

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter



DOWNHAM PREPARATORY SCHOOL AND MONTESSORI NURSERY

The Old Rectory, Stow Bardolph, Nr Kings Lynn, Norfolk, PE34 3HT
(01366) 388066 office@downhamprep.co.uk www.downhamprep.co.uk

Dear Parent

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with Mr Jefferson, Headmaster, and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter



DOWNHAM PREPARATORY SCHOOL AND MONTESSORI NURSERY

The Old Rectory, Stow Bardolph, Nr Kings Lynn, Norfolk, PE34 3HT
(01366) 388066 office@downhamprep.co.uk www.downhamprep.co.uk

Dear Parent

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

PRINCIPAL	<i>E. J. Luffenbury</i>	Date	September 2022