

# COGNITA



Prince's Gardens  
PREPARATORY SCHOOL

## **Behaviour Policy**

## **September 2020**

### 1 Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.
- 1.2 This policy applies to all pupils including those in the Early Years.

### 2 Background

- 2.1 We are required to ensure the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 2.2 In keeping with The Education (Independent School Standards) (England) Regulations 2018, our policy outlines our code of conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 2.3 The Headmistress is responsible for developing this policy within the framework set by Cognita as proprietor. All adults working in school are responsible for implementing the policy. This means that the Headmistress and staff decide and set the standard of behaviour expected of all pupils in our school and, in some circumstances, outside of school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct.
- 2.4 This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.
- 2.5 This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability.
- 2.6 If any pupil's behaviour is considered by the Headmistress to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.*
- 2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.
- 2.8 We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

### 3 Applicability

- 3.1 Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.
- 3.2 We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.
- 3.3 To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 3.4 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.
- 3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances.
- 3.6 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.
- 3.7 Children who are mentally healthy have the ability to:
  - Develop psychologically, emotionally, intellectually and spiritually;
  - Initiate, develop and sustain mutually satisfying personal relationships;
  - Use and enjoy solitude;
  - Become aware of others and empathise with them;
  - Play and learn;
  - Develop a sense of right and wrong; and
  - Face problems and setbacks and learn from them.
- 3.8 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.
- 3.9 Staff work closely with the Head of Learning Support and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

### 4 Definitions and Scope

#### 4.1 School Provision

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our school provides:

- A committed senior leadership team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- An effective strategic role for the Head of Learning Support ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the Head of Learning Support will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- Continuous professional development for staff to inform them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND Policy;
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
  - An active whole-school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying issue. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We have an effective pastoral system ensuring staff know every pupil well and can quickly identify any changes in behaviour.

4.3 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

4.4 We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting any Individual Health Care Plans.

4.5 School Principles:

- School staff and pupils will all show respect for one another;

- Good behaviour will be rewarded and sanctions should always be applied consistently for unacceptable behaviour;
- Appropriate action will be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents will be identified and supported;
- All pupils will be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils will act as appropriate ambassadors for the school on, for example, school trips, sports events and journeys to and from the school;
- All school staff will model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the school community understand and accept the principles on which the Behaviour Policy is grounded.

### 5 Procedures and Responsibilities

- 5.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 5.2 Teachers have a duty to consistently apply the Behaviour Policy in school and this applies to all paid staff with responsibility for children; unless the Headmistress says otherwise.
- 5.3 We believe that children should:
- Treat other children and adults with respect;
  - Speak politely to other people; and
  - Have self-confidence and high self-esteem.
- 5.4 To encourage this, the staff will:
- Treat all children and adults with respect;
  - Speak politely to other people;
  - Consistently and frequently praise children's efforts and achievements;
  - Use occurrences of undesirable behaviour as learning opportunities – "What could we do differently next time?"; and
  - Share news with parents about their child's efforts and achievements.
- 5.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
  - Hitting, kicking, biting or other such physical responses; or
  - Racist or sexist remarks, or other discriminatory comments.
- 5.6 If unacceptable behaviour does occur:
- We will discuss it with the child to find out the reasons for the behaviour and find a solution that prevents a recurrence;
  - If there is a continuation/deterioration in unacceptable behaviour we will investigate why the child is behaving in this way and then treat the situation accordingly.
- 5.7 The role of the staff
- Staff act as positive role models
  - Teachers are responsible for ensuring that the school's Behaviour Code is applied in their class, and that their classes behave in a responsible manner during lesson time;

- Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher applies the classroom code consistently and treats each pupil fairly;
- If a pupil behaves unacceptably in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they will record it on the Behaviour log and will seek help and advice from their phase leader. Where appropriate, the teacher may have a conversation with the parent in order to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy.
- An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headmistress and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Follow health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Communicate in a positive, kind and caring way;
- The use of reasonable force may only be used to prevent injury to pupils, damage to property or to prevent pupils committing an offence.
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Headmistress only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
- Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

### 5.8 Expectations of children in our school

Children will:

- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Communicate in a positive, kind and caring way;
- Treat other people as they would wish to be treated; and
- Comply fully with the Computer User Agreement and Esafety Guide.

### 6 Rewards and Sanctions

- 6.1 Success at Prince's Gardens is grounded in positive behaviour management strategies. The school has a set of 'Golden Rules' (see appendix 1) which are displayed in classrooms for all age groups across the school. Teachers regularly refer to these and use them throughout PSHEE lessons and other strands of learning. The children's commitment to these rules in Pre-Reception and Reception is evidenced by them marking them with their handprint, at the start of the academic year.

Teachers of pupils in Y1-6, promote the 'Prince's Gardens Code of Good Behaviour' (see appendix 2), which is displayed in classrooms throughout the school. Pupils and their parents sign a copy of this at the start of the academic year in their planners. A copy is displayed in the pupil planner for children in Y1-6.

Together, the Golden Rules and Code of Good Behaviour are based on respecting each other and the environment using a positive discipline approach. All children are treated with respect, and unacceptable behaviour is dealt with according to the specific situation.

6.2 Promoting Good Behaviour

The children are introduced to The Golden Rules from the very beginning of their time with us. These rules are reinforced consistently by adults.

6.3 Our Rewards

Throughout the school, stickers, brainstars (EYFS), reward charts, special reward events/prizes, house points and verbal praise are all part of our daily practice in promoting positive behaviour and celebrating success.

The House Point System

At the point of entry to the school, each child is allocated a house (Attenborough, Carson, Darwin, Goodall). The houses meet regularly during term time and often compete as teams in a variety of interhouse competitions, e.g. Sports Day, singing, fundraising for the school's local charities.

Throughout the academic year, children in Early Years Foundation Stage – Year 6 are awarded house points for behaviours that meet/exceed the school's Golden Rules. These are given out in a consistent fashion, usually one house point at a time, although two may be given in particularly exceptional circumstances.

House points are recorded and totalled weekly and announced each week during the WOW assembly. In Early Years Foundation Stage attaining 20 or 40 points results in a certificate being awarded by the class teacher. When a child has attained 100, 150 or 200 points they will receive a badge.

In addition, the school rewards children by:

- **Work of the Week (WOW):**  
One child from each class is awarded a WOW certificate in assembly every Friday. WOW certificates are awarded for progress and effort.
- **Head's Break:**  
A child from each class on rotation basis is chosen to share their outstanding work with the Headmistress during his/her garden break. The children are invited to the Headmistress'

office for refreshments and a chance to talk about the wonderful work they are doing in class. They will also receive a certificate to mark the occasion.

- **Pupil Leadership Roles:**  
Children across a range of age groups are chosen to provide leadership role models, demonstrate good behaviour and carry out duties across the school. These roles include Head of School, House Captains, Form Captains, Librarians, Music Prefects, Sports Captains, Digital Leaders and Wellbeing Ambassadors.
- **Pre-Reception – Year 3 Golden Time:**  
Each week, children across Pre-Reception-Y3 inclusive have at least 20 minutes of allocated 'Golden Time'.
- **Postcards Home:**  
The Heads of Subjects coordinate postcards being sent home to children for excellent work and outstanding effort in their subject areas, with a personalised message to the child praising their success.
- **Cups and awards:**  
Each term there is a small prize giving ceremony. A number of prizes are presented to individual children from N-Y6. These celebrate achievement and effort across the curriculum including sport, music and art as well as good citizenship.

### 6.4 Strategies to Support

Where the behaviour of a pupil 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 to the behaviour. An effective way to communicate this is at the weekly school staff meetings. The key professional in this communication process is the class teacher or form teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to a Phase Leader, so that strategies can be discussed and agreed before more formal steps are required.

The following outline a range of strategies in use in school to promote desirable behaviour:

- changes in classroom organisation, seating, etc;
- using additional classroom resources and equipment;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- referral to CAMHS and/or educational psychology services; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.
- behaviour log – monitoring patterns of behaviour and effective strategies to support individuals.

### Our Sanctions

The teacher generally deals with minor incidences of unacceptable behaviour in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there is an occurrence of unacceptable behaviour, it will be discussed to ensure the child understands the boundaries and what is expected of them.

- 6.4.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. At this point, we will consider whether a multi-agency assessment is necessary.
- 6.4.2 Adults make it clear that the issue is with the child's unacceptable behaviour, not with the child personally. They use private, not public, reprimands, so that if a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.
- 6.4.3 Parents will be involved at the earliest stage if problems are persistent or recurring.
- 6.4.4 It is acceptable to restrain a child if they are a danger to themselves or others.
- 6.4.5 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Sanctions for minor incidences of unacceptable behaviour may include the following:

Verbal warnings from the teacher when appropriate behaviour is not being demonstrated
Spending some time in a parallel class to complete work set
In Pre-Reception – Year 3: withdrawal of some Golden Time, but the child should never lose this completely.
Loss of some garden time to complete work
Referral to a member of the Leadership Team to discuss the unacceptable behaviour with the pupil concerned
Discussion with the parents/carers – either informally at collection time or at a pre-arranged meeting. These meetings would initially be with the class teacher and then with the phase leader and a member of the Senior Leadership Team at a later point if required
Individually created behaviour charts which are used on a daily basis as a way of communicating between home and school. These are monitored by the Class Teacher and a member of the Leadership Team and discussed with parents/carers on a daily basis
In situations of persistent and ongoing unacceptable behaviour a member of the Leadership Team would meet with parents to discuss options

### Behaviour Marks

In Years 4-6 Behaviour Marks may be given for more serious incidences of unacceptable behaviour.

Non completion of homework without a valid excuse can result in a behaviour mark. This will be enforced from the start of the Spring term of Year 4. Teachers give a warning and further 48 hours to complete homework. Teachers then write in pupil's prep diary. Further non-completion of homework without a valid excuse means a 'mark' is to be given and recorded on sheet in staff room as described above.

If three Behaviour Marks are given in any half-term period, this will result in a detention with the Headmistress/Deputy Head. Parents will be notified by a letter sent home. Marks are recorded on the end of term reports for the pupil and shared with all staff.

Detailed accounts of poor behaviour will be recorded electronically on the Behaviour Log and SIMS and a member of the Leadership Team notified in order for patterns to be identified and support systems put in place .

Other Sanctions that could be applied in exceptional circumstances and are administered by a member of the Senior Leadership team include:

- Temporary use of a 'conduct card' overseen by the form teacher. Targets are very specific and phrased with an emphasis on the 'positive'. The conduct card is reviewed on a daily basis. The 'conduct card' is kept in the pupil's file when it is completed.
- Removal from sports team/orchestra/performance/position of responsibility.
- Referral to the Headmistress
- Headmistress's/Deputy Head's detention on a specific morning at specific time. Parents are to be informed in writing that their child is in detention, clearly stating the reasons. Parents will be informed on the letter of the arrangements for drop off. They will be given at least 24 hours notice. The letter will be placed on file as a record.
- Internal suspension / suspension / expulsion – see paragraph 7 below.

6.4.6 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, such as but not limited to physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class the Headmistress reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

## **7 Suspension and Expulsion**

7.1 The Headmistress reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our Exclusion Policy.

### **8 Allegations of Abuse against Teachers and Other Staff**

- 8.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

### **9 Complaints Procedure**

- 9.1 If a parent/carer is not happy with the way that they or their child has been treated by any member of staff they should consider raising a concern informally in the first instance with the Headmistress. They may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).
- 9.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with the Form Teacher or member of the Leadership Team so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusion Policy.

### **10 Monitoring and Evaluation**

- 10.1 The Headmistress is responsible for maintaining a behaviour log which includes instances of bullying.
- 10.2 The Headmistress is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 10.4 The Headmistress reports on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 10.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the Cognita Director of Education (DE).

**Appendix 1: Golden Rules**

GOLDEN RULES

These rules are displayed throughout the school. All boys and girls from Pre- Reception to Year 6 are expected to know them and act accordingly.

- **Always treat everyone with politeness and respect**
- **Always listen to other people**
- **Always be kind**
- **Always look after your own and other people's property**
- **Always try your best**

### **Appendix 2: The Prince's Gardens Code of Good Behaviour**



#### **THE PRINCE'S GARDENS CODE FOR GOOD BEHAVIOUR**

We have a code of behaviour at Prince's Gardens because we want our school to be a safe, happy place for everyone, so that we can all do our best at work and play.

***We can help everyone feel safe and happy by showing respect for one another.***

*This means:*

- ◆ being kind and considerate
- ◆ listening to each other
- ◆ helping others
- ◆ sharing with others
- ◆ be polite and show good manners

***We can help other children feel happy and safe at playtime if we:***

- ◆ include everyone who wishes to join in our games
- ◆ stay within sight of the teacher
- ◆ use kind words
- ◆ take turns with our games
- ◆ ask children sitting on the buddy bench to play

***To keep safe indoors we should:***

- ◆ always walk – especially on the stairs
- ◆ stay in our line when moving about the school
- ◆ use indoor voices
- ◆ respect other people's space

***To try to sort out problems we should:***

- ◆ take responsibility for our actions
- ◆ consider other people's feelings
- ◆ remember to be kind
- ◆ ask an adult for advice if necessary

***We can all work at our best if we:***

- ◆ accept responsibility
- ◆ try to always do our best
- ◆ listen to the teacher's instructions
- ◆ learn from our mistakes

***If we do not keep to this code, we may have to:***

- ◆ stay with a teacher during play time
- ◆ miss a fun activity
- ◆ write a letter of apology
- ◆ explain what happened to our parents

***I have read this guide to good behaviour with my parents.  
I agree to follow the code at all times.***

Signed .....

Parent's signature .....

Date .....

## Behaviour Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Education
Document author (name)	Karen Nicholson, ADE. 2018 Review - John Coleman, ADE

  

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