

COGNITA



Prince's Gardens
PREPARATORY SCHOOL

Behaviour Policy

September 2021

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 2014, 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. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Headmistress decides and sets the standard of behaviour expected of all pupils in our 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 Special Educational Needs Coordinator (SENCO) 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 Special Educational Needs Coordinator (SENCO), 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 SENCO 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
 - A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified through the Wellbeing Charter 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 problem. 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 also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.

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 should all show respect for one another;

- Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
- Appropriate action should 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 should be identified and supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, sports events and journeys to and from the school;
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the school community should 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 authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headmistress says otherwise.
- 5.3 To be socially acceptable, we believe that children should be able to:
- 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;
 - Praise children's efforts and achievements as often as they can;
 - Explain to children what they should have done or said when they get it wrong;
 - Encourage self-reflection when they get it wrong to encourage learning;
 - Tell parents about their child's efforts and achievements; and
 - Avoid using critical or sarcastic language.
- 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 such behaviour occurs:
- We will tell the child that it is wrong and explain what they should have done or said, or not said;
 - If the behaviour is repeated, the child will be reprimanded once more as above;
 - If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
 - We will try to find out why the child is behaving in this way and then treat the situation accordingly.

5.7 The role of the teacher

- Teachers are responsible for ensuring that the school's Behaviour Code is enforced 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 enforces the classroom code consistently and treats each pupil fairly;
- If a pupil misbehaves repeatedly 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 should seek help and advice from the senior member of staff named at the front of this document, including, where relevant, a conversation with the parent 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. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil;
- 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;
- Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Never make racist, sexist, homophobic or other abusive or humiliating remarks;
- Never resort to physical violence;
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
- 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 pupils in our school

- 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;
- Never make racist, sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

6 Rewards and Sanctions

6.1 At Prince's Gardens we support positive behaviour. The school has a set of 'Golden Rules' (see appendix 1) which is displayed in all classrooms for all age groups across the school. Teachers regularly refer to these and use them throughout PSED lessons and other strands of learning. The children's commitment to these rules in Early Years is evidenced by them marking them with their handprint, at the start of the academic year.

Teachers of pupils in Y1-6, promote the 'Princes Gardens Code of Good Behaviour' (see appendix 2), which is displayed in classrooms throughout the school. Additionally, pupils and their parents sign a copy of this at the start of the academic year. A copy is displayed in the pupil planner for children in Y3-6. Together, the Golden Rules and Guide to Good Behaviour are based on respecting each other and the environment using a positive discipline approach. All children are treated with respect, and inappropriate behaviour is dealt with according to the specific situation.

6.2 Promoting Good Behaviour

The children are introduced to The Golden Rules and Guide to Good Behaviour from the very beginning of their time with us. These rules are implemented from day one and referred to and reinforced frequently in class and within the assembly programme.

Rewards

Throughout the school, stickers, house points and verbal praise are all part of our daily practice in promoting positive behaviour and celebrating success.

The House Point System:

From Nursery and Pre-Reception, each child is allocated a house (Attenborough, Carson, Darwin, Goodall). The houses meet during term time and often compete as teams, e.g. Sports Day, Inter-House Music competition.

Throughout the academic year, children are awarded house points for good work, behaviour, politeness and helpfulness beyond the norm. House points are recorded and totalled weekly. All children from Reception to Y6 receive badges for 25 (Reception only), 50 (Reception only), 100, 200, 300, etc. house points which are during each Friday assembly.

In addition, the school rewards children with:

- Work of the Week certificates (WOW):
Work of the Week certificates are awarded every Friday by the Headmistress to celebrate an outstanding piece of work, a superb effort or great progress. The children's names are shared with parents via the Cognita Connect communications system.
- Head's Break:
Weekly, a child from each class is chosen to share their outstanding work with the Headmistress during his/her garden break. The children come to the Headmistress' office to talk about and show their work, and are given a Head's Break ticket, often they are photographed for the school newsletter.
- 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, Prefects, House Captains, Form Captains, Music Captain, Sports Captains, e-safety ambassadors.

- **Golden Time:**
Each week, children in Year 1 and 2 have 35 minutes of allocated 'Golden Time'. At the start of each week, all children are able to choose from 2 activities which they will take part in during this time.
- **Postcards Home:**
In Y3-6, The Heads of Subjects coordinate postcards being sent home to children for excellent work and outstanding effort in their subject areas, with personalised messages to the child praising their success.
- **Cups and awards:**
Each term there is a prize giving assembly on the last morning, 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.

6.3 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

- 6.3.1 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 needs. At this point, we will consider whether a multi-agency assessment is necessary.
- 6.3.2 Adults always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when 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.
- 6.3.3 Parents will be involved at the earliest stage if problems are persisting or recurring.
- 6.3.4 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 may include the following:

Behaviour Policy

The following sanctions and process is used in the Lower School (Y1 – 3):

If a child repeatedly does not follow the school's behaviour expectations they will need to complete a reflection sheet which will be shared with parents (see Appendix 3).

The following sanctions and process is used in the Upper School (Y4-6):

Consequence (What it will be known as)	Example Behaviours (But not limited to)	What staff need to do.
Initial questioning/ warning of poor behaviour to understand why? Positive behaviour encouraged.	Talking during work, talking during teacher input, distracting other pupils, not listening, not being kind to others, shouting out, failure to start work once directed to etc.	
C1 (known as a first Official Warning)	For all of the above once completing the initial questioning/ warning.	
C2 (known as the Final Warning before a consequence for behaviour is put in place)	For all of the above once given a C1. In addition to the above can be for running around the school, being directly rude to a staff member or another adult.	C2's must be recorded in the behaviour log by the end of the day. Must make a note in planner re C2 given out and behaviour. 4 X C2's across any class in a week = C3. Class teacher to be made aware the after each week if there is a pupil in this category.
C3 (Consequence – half of garden time to be taken (10 minutes)). This is the equivalent to a Behaviour Mark.	Persistent behaviour or immediate dangerous behaviour (either in a lesson or over the course of a day in school e.g. at lunch). See below for process.	C3s must be recorded in the behaviour log, contact home. Class teacher to let garden duty know that there is a C3 issued and which pupil.
C4 (Garden time/ detention with Phase Leader)	Three C3's in a half term	Phase Lead to Contact home
C5 (After school detention with SLT member)	2 C4's within a term (The second of which would convert to a C5).	Contact home

Loss of garden time Pupils should always have at least 10 minutes of their break time remaining in order to have some time to themselves before commencing further lessons
Written explanation of behaviour by pupil where they set their own targets

Behaviour Policy

Note in prep diary
Speak with parents
<p>The giving of Behaviour Marks which is the equivalent of a C3:</p> <ul style="list-style-type: none"> • May be given by teaching staff and teaching assistants to pupils who disobey the school's Behaviour Guide and Golden Rules. • May be given by teaching staff to pupils who attend lessons without the necessary equipment. Each subject teacher should keep their own record for each pupil and only give such a mark after 2 warnings have already been given. • Marks should be recorded by teachers and teaching assistants on the sheet in the 2nd floor staff room on a daily basis, stating briefly the reason(s) for which they were given as well as being recorded in the pupil planner. Marks are also recorded on the end of term reports for the pupil. More detailed accounts of poor behaviour should be logged electronically on the 'behaviour log' on the 'Academic Shared Area', in order for patterns to be identified and support systems put in place .
<p>Non completion of homework without a valid excuse. This should be enforced from the start of the Spring term of Year 4.</p> <p>Teacher to give a warning and further 48 hours to complete homework. Teacher to write in pupil's homework planner. 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.</p>
<p>Community Service</p> <p>This is a community based task that is agreed with a member of the SLT. It is overseen by the teacher applying the sanction.</p>
<p>Pupil put on a 'conduct card' overseen by the form teacher or Phase Leader.</p> <p>Template supplied by Deputy Head. Targets should be very specific and phrased with an emphasis on the 'positive'. The conduct card should be reviewed on a daily basis and run for at least two weeks. The 'conduct card' is kept in the pupil's file when it is completed.</p>
<p>Pupil put on a 'conduct card' overseen by the Form teacher and/or Phase Leader/ Deputy Head</p>
<p>Removal from sports team/orchestra/performance/position of responsibility</p> <p>This is only to be done following discussion and in agreement with the Headmistress and person leading the group.</p>
<p>Pupil referred to the Headmistress.</p>
<p>Two C4s in a term would result in a Headmistress's/Deputy Head's detention on a specific morning at specific time.</p> <p>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.</p>
<p>Internal suspension</p> <p>Administered by the Headmistress.</p>
<p>Not allowed on a trip</p> <p>Administered by the Headmistress.</p>
<p>Suspension</p> <p>Administered by the Headmistress.</p>
<p>Expulsion</p> <p>Following the Discipline and Exclusions Policy.</p>

Sanctions in Early Years and Lower School are designed to be more appropriate for younger children. Similar to the Upper School, these may not be rigidly followed through the various stages. These include:

Verbal warnings from the teacher when appropriate behaviour is not being demonstrated
Spending some time in the parallel class to complete work set
A withdrawal of some Golden Time, but the child should never lose this completely.
Loss of some garden time to complete work
Head of Pre-prep discussing the issues of inappropriate behaviour with the pupil concerned
Discussion of the issues 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 Head of Preprep 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 Head of Preprep and discussed with parents/carers on a daily basis
In situations of persistent and ongoing unacceptable behaviour the Headmistress and Head of Preprep would meet with parents to discuss options

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.

6.5 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 the Deputy Head/Headmistress, 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 reinforce 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.

7 Suspension and Exclusion

- 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 and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

9 Complaints Procedure

- 9.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Headmistress. You 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 us 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 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 Princes Gardens Code of Good Behaviour



THE PRINCES GARDENS CODE FOR GOOD BEHAVIOUR

We have a code of behaviour at Princes 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:

- ◆ be prepared to say "sorry"
- ◆ 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.***

Behaviour Policy

Signed

Parent's signature

Date

Appendix 3: Lower School Reflection Sheet




Prince's Gardens
PREPARATORY SCHOOL


Reflection Sheet

Name:	Class:
Date:	


What happened?

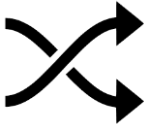


Whose feelings have been affected?



What needs to happen to put this right?



 What could you do differently next time?

Name of staff member dealing with the incident:

Behaviour Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Karen Nicholson, ADE. 2018 Review - John Coleman, ADE 2019 Review – David Baldwin, DE 2021 Review – Nicola Lambros, DE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2021
Review date	Review and update for implementation in September 2022

Related documentation	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy