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## **Behaviour Policy – Prep School**

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### **1. Introduction**

West Buckland School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. At West Buckland School we encourage the establishment of positive teacher/ pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, supportive and disciplined learning environment. Expectations of behaviour are high, and respect and tolerance for the needs of other members of the community are paramount. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

West Buckland School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

The school rules fulfil our duty of care to all pupils by determining the boundary between acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied. We are aware of and will take into consideration issues related to protected characteristics (age, disability, race, religion, sex and sexual orientation), and their impact on the individual needs of pupils when considering any disciplinary issue by fulfilling our legal duties under the Equality Act 2010. Members of staff are expected to set a positive example to pupils and to establish an appropriate tone with regard, for example, to courtesy, dress, punctuality and personal conduct.

### **2. Involvement of Parents and Guardians**

Parents and Guardians who accept a place for their child at West Buckland School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded. The school has a number of support systems in place to meet the needs of all pupils. These include the tutor and house system, support from the Personalised Learning Department, the School Counsellor, and the Chaplain.

In the event of any behaviour management issue the school will liaise closely with parents and, if relevant, other external support agencies.

### **3. Rewards**

West Buckland Prep recognises the value of positive re-enforcement and praise.



Rewarding good behaviour, performance, effort, manners and conduct is vital to our pastoral care system. Staff will look for informal opportunities to praise individuals and groups for good behaviour and acts of kindness which are seen as a positive contribution to school life. Staff will use the "Good News" section of CPOMS when there is something noteworthy to report for the record. Staff will also use their own systems of informal rewards and incentives. Pupil work is displayed around the school in order to give recognition. Pupils are encouraged to support each other at events such as concerts, school plays, which are promoted school wide, where pupils are performing to a high level so that other members of the community can be seen to value pupils' efforts and performances. House and school assemblies provide occasions for reinforcement and celebration of positive conduct.

Our system of rewards includes:

- verbal praise and written praise for good work;
- Headmaster's Commendations for outstanding work for an individual; Headmaster's commendations are available for an individual piece of work which is judged outstanding by the pupils' own standards. The Headmaster will see the pupil and present a postcard to the pupil to acknowledge this achievement.
- Annual Prize giving and Speech days
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the School's web site, so that the community can celebrate success;
- Good News notifications linked to the school's core character strengths, the 7 Cs;
- Successes of members of the school community are recognised in the weekly newsletters to parents and on the school's social media platforms
- Sport reports are provided, and applauded, in school assemblies on a weekly basis
- Colours for sport
- Reports to parents
- Commendations (KS2) and Stars (KS1)
  - These systems are designed to reward effort and motivate the pupils. They are a type of 'currency' that is given by staff to pupils and banked during the year. Individual and house rewards are given to pupils for the accumulation of commendations and stars (KS1 individual rewards).
  - The intention is to reward effort in relation to that pupil, rather than excellent work. All pupils should be able to gain commendations rather than just those with high academic ability.
  - Commendations can be awarded for a variety of reasons rather than just academic work e.g. effort in sport. Information about a commendation can be passed to a tutor on a commendation slip or the CPOMS database.

#### **4. Sanctions**

Whilst recognising the importance of consistency, the School will be guided primarily by the interests, pastoral needs and welfare of the individual pupil when administering sanctions. In general

- Sanctions should not humiliate or belittle a pupil
- Sanction should help a pupil understand the consequences of their actions
- Sanctions should enable pupils to put something back and repair what they have done wrong



- Sanctions should reunite pupils with the community rather than reject or ostracise them
- Sanctions should be appropriate and in proportion with the wrong done.
- **Corporal punishment is illegal in all circumstances and is never used.**

All staff should be aware of the needs of pupils in respect of the protected characteristics outlined in section 1. For those pupils with SEND, it may be appropriate for staff to consult with the Head of Personalised Learning for advice.

We try to ensure fairness by:

- Investigating fairly and thoroughly.
- Telling the pupil the allegations and evidence.
- Listening and considering.
- Avoiding bias and prejudice.
- Considering what is reasonable and proportionate.
- Taking advice where necessary; consulting with colleagues.
- Communicating with parents.
- Keeping effective and accurate records.
- Taking a decision supported by sound reasons.
- Allowing a review.

The following represent a range of suggested interventions and sanctions in response to examples of poor behavior to be used as a guide.

Teacher, Duty Staff or Trip / Activity Staff	
<ul style="list-style-type: none"> <li>• A quiet word or verbal warning</li> <li>• Separate from others in class</li> <li>• Brief cooling-off time out of lesson (if in class) or away from an activity</li> <li>• Requiring the pupil to finish / complete work at break</li> <li>• Appropriate task – such as tidying dining room if poor behaviour at lunch.</li> <li>• Note on CPOMS and /or discussion with tutor</li> </ul>	Single or isolated incidents of: <ul style="list-style-type: none"> <li>• Poor level of concentration / engagement in class</li> <li>• Lack of ‘co-operation’</li> <li>• School uniform infringements</li> <li>• Failure to adhere to instructions</li> <li>• Low-level unkindness, anti-social behaviour, lack of care and consideration towards others</li> <li>• Inappropriate language</li> </ul>
Tutor	
<ul style="list-style-type: none"> <li>• Discussion with pupil and / or parents</li> <li>• Monitoring card or behaviour management plan</li> <li>• Raising of concerns at staff meeting</li> <li>• Loss of privileges</li> <li>• Exclusion or restriction from an activity or event</li> </ul>	Repetition of incidents above or <ul style="list-style-type: none"> <li>• Rudeness, insolence or defiance to staff</li> <li>• Unsafe behaviour</li> <li>• Persistence of poor behaviour in class or activity compromising the learning and enjoyment of others</li> </ul>
Prep SLT	
<ul style="list-style-type: none"> <li>• Behaviour Strategy Meeting with parents and /or pupil</li> </ul>	Sustained incidents as above or more serious ‘one-off’ incidents:



<ul style="list-style-type: none"> <li>• Detention</li> <li>• Supervised internal exclusion</li> <li>• Letter to parents</li> <li>• Withdrawal of bus travel</li> </ul>	<ul style="list-style-type: none"> <li>• Poor behaviour on a bus: reported by either a senior pupil (bus prefect) or the bus driver or another pupil or adult.</li> <li>• Significant/persistent unkindness, antisocial behaviour, lack of care and consideration towards others</li> <li>• Offensive and/or abusive language</li> <li>• Disregard for property (school and other pupils')</li> </ul>
Prep Headmaster	
<ul style="list-style-type: none"> <li>• Formal meeting with parents</li> <li>• Suspension / Expulsion</li> </ul> <p>See Policy on Suspension &amp; Expulsion Procedure for further details</p>	<ul style="list-style-type: none"> <li>• An incident of very serious misconduct</li> <li>• Persistent misbehaviour which is adversely affecting other members of the school community or which brings the school into disrepute on or off the school premises</li> <li>• Failure to meet the accepted standards of commitment to academic work, school rules or a disruptive combination of both</li> </ul>

Behaviour which may constitute 'bullying', will be investigated further and dealt with according to the Anti-Bullying Policy.

### 5. Early Years Foundation Stage (EYFS)

The Pre-Prep and Nursery aim to create an environment in which children can feel safe, happy and enabled. Children are encouraged to respect and tolerate other children and adults. They are expected to value others' contributions and to express their own feelings and ideas verbally.

Each child in the Nursery is allocated a key worker who works closely with the child, building up a relationship of trust and confidence. He or she helps to ease the transition from home to Nursery life, developing a caring relationship for the child and for the parents/carers. The key worker will ensure children are settled into the group as quickly and easily as possible.

Good behaviour and efforts are acknowledged by staff in a variety of ways in order to reinforce positive behaviour and pupils' achievements:

- verbal praise
- stickers
- certificates
- reward charts
- informing parents.

Dealing with poor behaviour:



- Staff should, where practicable, take time to explain the reasons for a child being asked to do something.
- Every care should be taken to demonstrate respect and care for people and property.
- The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean.
- Every effort should be made to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies.
- All children should be treated with sensitivity to maintain and raise self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child. Corporal punishment is never used or threatened in any instance.
- Certain behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and should be dealt with when encountered. It is not normally necessary to shout.
- The school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.
- Should a child continue to exhibit anti-social behaviour following a verbal discussion, it is our policy to take him/her away from the other children or activity for a short time until he/she has calmed down. The behaviour is then discussed with the child to ensure they realise why they have been removed from the group or activity and they are reminded of what is acceptable behaviour.
- Physical intervention or restraint is only ever permissible if a child is in immediate danger of personal injury or is threatening to endanger other children's safety. Should this occur, a written report detailing the incident and any adult witness will be submitted to the Nursery Manager and Prep Headmaster. All records will be kept in the incident file. Parents will be informed on the same day.
- Staff should consult with the Head of Nursery and/or Prep Headmaster when behaviour becomes a concern. Any behaviour that requires an investigation will be recorded in the incident file which will be shared with relevant staff and the Headmaster of the Prep School.

## **6. Record keeping**

Records of pupil rewards and sanctions are kept on the CPOMS database. When an incident is deemed serious enough to involve the Prep Headmaster, a record of the event is lodged in the pupil's file.

Suspension and permanent exclusions are recorded in the file in the Prep Head's office.

Staff who are involved in reporting or investigating an incident should be informed of the outcome.

## **7. Searching, screening and confiscation**

The school reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by School Rules which has been identified in the



rules as an item which may be searched for.

The Headmaster, Deputy Head or staff authorised by them may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The school may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff" ('Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', DfE February 2014).

### **8. Physical Restraint**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour.

Every member of staff will inform the Prep Headmaster immediately after s/he has needed to restrain a pupil physically and will provide a written account of the incident. We will always inform a parent when it has been necessary to use physical restraint, and may invite them to the school, so that we can, if necessary, agree managing their child's behaviour. Parents of children who are in the school's nursery/EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.



**WEST BUCKLAND**  
PREPARATORY SCHOOL

Written by: NG Robinson  
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