

## Appendix 12



### **Behaviour & Discipline Policy** **(Preparatory School)**

#### **Aims**

At Kimbolton Preparatory School, we aim to create an environment where all pupils, staff and parents can feel safe, happy and respected. The success of this aim is a collective responsibility and hinges on collaboration and cooperation between all parties. The school recognises that appropriate and acceptable behaviour is a key component of the education process and fundamental to facilitating excellent teaching and fostering pupil engagement. Whilst pupils will make mistakes from time to time, some warranting more stringent approaches such as sanctions, the school will always endeavour to reinforce positive attitudes to behaviour and learning at all times. This policy is applied in line with the school Safeguarding Policy and Keeping Children Safe in Education (September 2018).

#### **Promoting Positive Behaviour**

Positive reinforcement is an integral part of our behavioural strategy and whilst our pupils are naturally caring and considerate, they are children, prone to mistakes and we must therefore recognise that not all aspects of positive and acceptable behaviour is immediately embedded. Recognising that pupils will experience challenges as they grow and develop, helps us to identify learning opportunities throughout the pupils' education.

Creating an environment which is engaging, interesting and exciting is crucial for promoting positive behaviour. Lessons should be fully inclusive, well planned and stimulating by giving pupils a range of activities and opportunities to learn. All pupils must assume responsibility for their actions and the choices they make. Empowering pupils to assume more responsibility for their learning, by incorporating investigative and practical activities for journeys of discovery, will only help to promote positive behaviour and engagement. The promotion of positive communication is vital and pupils must be encouraged to coexist harmoniously and with empathy for others. Derogatory and demeaning language must be actively discouraged and the use of 'banter' should not be condoned or excused.

'Respect for others' and making 'positive choices' are the key components of promoting positive behaviour at the Prep school. An effective tutor system means teachers develop strong bonds with their class, which is crucial for identifying and meeting the individual needs of the pupils. Strong classroom management strategies from the outset help pupils to identify with others and their environment and appreciate right from wrong. PSHE lessons are usually led by form teachers, who are best placed to adjust schemes of work to suit the bespoke needs of their class. Flexibility within the curriculum means that tutors are also able to adjust lesson content and timings, where appropriate, to best serve the educational and pastoral needs of the pupils. Daily assemblies, weekly house meetings, the rewards system (see 'Rewards Policy') and pastoral targets further promote positive behaviour.

The successful promotion of positive behaviour relies heavily on the following:

- Clearly publicise and communicate the behaviour policy and procedures to staff, pupils and parents.
- Emphasise to pupils the value of good behaviour and take time to celebrate it.
- Implement rules fairly and follow procedures consistently.
- Establish strong home-school links and communication systems that can be utilised whenever there is a concern.
- Discuss with the pupil their actions and understanding the reasons behind them. Identifying future coping strategies and positive decision making processes.
- Encourage pupils to take more responsibility for themselves and their actions.

### **Sanctions**

The form tutor acts as the pupils' first line of support and in the majority of instances, poor behaviour can be addressed through positive communication with the pupil and/or parent/guardian; however, on occasions firmer formal sanctions may be required. Tutors should be proactive in their approach, highlighting when a pupil is encountering difficulty and taking action to improve behaviour before it becomes a serious concern. Pupils who struggle to learn appropriate emotional and social behaviours will benefit from a more differentiated approach. For Lower Prep tutors (Reception-Year 2), support is available from the **Head of Lower Prep** in the first instance, as well as the **Senior Deputy Head** as and when necessary. Upper Prep tutors should liaise with the **Senior Deputy Head** over pastoral matters. Academic sanctions are issued in conjunction with the Deputy Head (Academic). Both the Senior Deputy Head (Designated Safeguarding Lead) and the Head of Lower Prep are members of the designated safeguarding team. Any concerns regarding safeguarding or a child's welfare will be reported without delay to a Designated Safeguarding Person (DSP).

In the Lower Prep (Reception to Year 2), following a formal verbal warning, a yellow card or red card may be awarded by teachers for inappropriate behaviour.

**Conduct Points** are one method to help Upper Prep pupils improve their behaviour. Tutors could also use reflection, target setting as well as incentives to encourage pupils to improve the standard of their behaviour. **Parents/carers** are also important partners and should be contacted by the tutor or Senior Deputy Head if appropriate. Regular communication with parents, sharing positives, as well as negatives, is highly effective.

Being on **Progress Report** is another method of support and is managed by the Senior Deputy Head (see below).

When sanctions are applied it is the professional responsibility of the individual member of staff confronted with the disciplinary problem to resolve it in the context in which it arises. Any sanction applied must be appropriate to the incident. When applying sanctions staff are advised to:

- Follow the agreed whole school structure
- Listen to what the child has to say and show empathy for their perspective
- Apply sanctions fairly
- Avoid confrontation and arguments
- Make it clear that it is the behaviour **not the child** that is being sanctioned.
- Follow a behaviour management style that avoids early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid whole group sanctions

- Take account of individual circumstances before applying the sanction
- Help the pupil to reflect on the effect their behaviour is having on others.

If possible, apply sanctions that help the pupil to reflect on and learn from their mistakes. For example: overzealous behaviour on the playground could result in a 'time out' or loss of certain privileges e.g. ban from playground football for a set period of time.

Lack of consideration for their environment e.g. deliberate acts of untidiness in classrooms, the dining hall or changing rooms could result in the pupil helping to tidy these areas or perform tasks to assist others in keeping such areas in good order e.g. clearing trays, tidying lost property, organising class resources etc. are such examples.

### **Conduct Point**

If positive reinforcement is unsuccessful and having initially made a child aware of his/her poor behaviour, given clear verbal warnings and an opportunity for them to correct their ways. Conduct Points can be issued after discussion with the Senior Deputy Head. Working to the rule of '3 strikes' is a useful benchmark.

- If a child receives a Conduct Point; parents will be contacted by the form tutor. Digital/paper copies of the Conduct Point should be given to the Senior Deputy Head and Form teacher.
- If a child accumulates 3 CPs; the pupils will undertake a lunchtime detention. Parents will be informed by the Senior Deputy Head.

Academic matters e.g. failing to complete prep or meet deadlines etc. should be addressed in conjunction with the Deputy Head Academic. Conduct Points are not issued for academic issues.

### **Further action**

If a member of staff feels that an incident is more serious and requires more than a CP, they should liaise with the Senior Deputy Head before deciding what further action is appropriate. After consultation the Senior Deputy Head may decide to issue a Detention or refer the child to the Headmaster of the Preparatory School for further action.

### **Other Disciplinary Options and Procedures**

#### **Progress Report**

Children, whose work or behaviour is persistently unsatisfactory, may also be placed on a Report Card by the Deputy Head. Members of staff teaching the child are informed when a child is on report, and parents are informed when a child is placed on a Report Card.

#### **Removal of Free Time**

Staff may also keep children in at break time, or lunch time supervised by themselves, but should also inform the Deputy Head, as an 'un-official detention' may be taken into account in future decisions as to whether a child should be given a Detention.

If a child fails to respond to the sanctions outlined above, then it may be necessary for him/her to miss break times or lunch time breaks.

**Sending out of class**

In *exceptional* circumstances, and for extremely disruptive behaviour, a child will be escorted (inform neighbouring teacher) to the Senior Deputy Head or Headmaster. However, children should not be sent out of lessons.

**Suspension and Exclusions**

It may be necessary for the Headmaster to withdraw a pupil for internal suspension.

This would include removal from lessons and all free time. A child may be temporarily or permanently excluded, from School only on the direct and personal action of the Headmaster of Kimbolton School, who will consult fully with the Headmaster of the Preparatory School.

The decision to exclude a pupil rests with the Headmaster of Kimbolton School and in the case of temporary exclusions is final. Parents/guardian may choose to appeal to a panel of School Governors if they disagree with the Headmaster's decision.

**Reviewed September 2018**