BEHAVIOUR POLICY
(including EYFS)

Blundell's
PREPARATORY SCHOOL

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Policy Review Amendments

Date of Amendment	Amendment
October 2019	• Date change to Front cover • Page 3 Introduction added above Aims
October 2020	• Date change to Front cover
November 2021	• Date change to Front cover • P4 New paragraphs and information added under Code of Conduct section • P5 Paragraph updated about progress reports • P6 Corporal Punishment & Physical Restraint section added • P9 Involvement with Parents, Unexplained Absence, Involvement of Pupils, Teaching & Learning and Complaints sections added.
September 2022	• Date change to Front cover
September 2023	• Date change to Front cover • Page 5: Removal of sentence refereeing to coloured wrist bands. House points like Merits are awarded by badges at set benchmarks. •Page 5: Reference to Deputy Heads Punishment added to paragraph about sanctions •Page 5: Update to paragraph describing how pupils are awarded effort grades and reports.
September 2024	• Dates change to Front Cover • PAGE 5 Under heading: Sanctions and the use of the Sanctions Register. Additional information added to explain new procedure and names for sanctions.
September 2025	• Dates change to Front Cover
November 2026	• Dates change to Front Cover

Introduction

Blundell's Preparatory 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 central to their development. We aim to teach trust and mutual respect for everyone. 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 teamwork and leadership through our extensive programme of extra-curricular activities.

Blundell's Preparatory School is an inclusive community. We welcome pupils from a 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.

Aims

- To pay due regard to 'Behaviour and Discipline in Schools 2016'.
- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values (*non sibi* – not for oneself)
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach through PSHE and throughout the school curriculum, positive values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage the link between home and school on what constitutes acceptable behavioural standards. This is crucial to the success of the school in its approach to discipline.
- To encourage good behaviour rather than simply to punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To fulfil our duties under the Equality Act 2010 ensuring that issues related to pupils with special educational needs/disabilities are properly dealt with and that reasonable adjustments are made for these pupils.

Code of Conduct

Blundell's School community of Governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to extensive lists of rules. Blundell's sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School's Rules and understand what is expected of them and why, as well as the consequences of poor behaviour.

Everyone has a right to feel secure and to be treated with respect at Blundell's, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-Bullying Policy is on our web site and relevant information is included within the pupils Planners. As is set out in our Equal Opportunities Policy, the school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

The one rule for all of us at Blundell's Preparatory School is that 'Everyone will act with courtesy and consideration for others at all times.' Our school motto is Non Sibi which means not for oneself. This means we should think of the needs and feelings of others before our own.

This means that:

- We always try to understand other people's point of view even if we do not agree with it.
- In class we make it as easy as possible for everyone to learn and for the teacher to teach.
- We move calmly and considerately about the school.
- We always speak politely to everyone.
- We are silent whenever we are required so that all can hear or contribute.
- We try hard to keep ourselves smart and tidily dressed in School uniform.
- We keep the school clean and tidy so that it is a welcoming place of which we can all be proud.
- Out of school, in a group, we always remember the school's reputation depends upon the way in which we behave.
- We should always behave with friendliness towards visitors to the school, members of staff and towards each other.

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

Incentive Scheme

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

In the Prep School, the scheme is based on Merit Marks where children are rewarded for academic achievement and for effort, and House Points for non-academic achievements, for being caring and for all aspects of good behaviour. Head Master certificates are awarded in assembly for excellent effort or excellent work.

All children from Reception to Year 6 are divided into houses. Each house's merits (Merit Marks and House Points) are counted up at the end of each term and the winning house is announced in assembly. Notices show the progress of each House at intervals during the term. We hope that children will encourage members of their house to try their best in every aspect of school life. Throughout their time at School, children receive colour-coded badges for Merits and House Points, as well as book tokens when they reach the highest levels.

A Progress Report or Update is completed each half term for each child, which includes an Effort Grade Statement in each subject (Above and Beyond, Working Well or Could Try Harder). This is discussed with the child before being shared with the parents. Best Effort Grade and Most Improved Effort Grade performances in each Form are rewarded in assembly with a book prize. In the Pre-Prep individual certificates celebrating achievements will be awarded throughout the year. Incentive stickers are available for everyone in the Pre-Prep. In addition, each form teacher gives verbal or written praise as often as possible.

Children are encouraged to celebrate their achievements in and out of school in assemblies. In the Pre-Prep, the golden book records individual acts of kindness, consideration to others and helpfulness. Each child whose name is entered on the book will be congratulated in assembly and given a special golden star.

Sanctions and the use of the Sanctions Register

Sadly, there will be times when children are poorly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

As far as sanctions are concerned, the form teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding age of the child. Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments. Normal sanctions include a verbal reprimand and reminder of expected behaviour, moving to sit alone, sending work home, loss of break or lunchtime free play. If this is the case the pupils are required to fill out a reflection sheet which the child must explain their actions, who it has affected others and how they can modify their behaviour in the future. This is done during the first free time break after a reported incident and is monitored by the Deputy Head. If a pupil amasses a set number of reflection sheets during a half term, they will automatically receive a Deputy Heads Sanction (explained below)

In the Prep School, significant acts of misbehaviour are firstly recorded on iSAMS as Deputy Head's Punishment. This requires them to see the Deputy Head during their next break and during this time the Deputy Head discusses with the child the reasons why they have been punished and ways in which the child can address their behaviour in the future. From September 2024 the deputy Heads punishment will also require the pupils to miss the whole of their Friday lunchtime free time. If the child loses a set number of punishments (Reflection Sheets) during half a term, the Deputy Head writes to the child's parents, informs the parent of the incidents, and asks to meet to discuss strategies to help the child in the future. A Sanctions Register is kept and monitored by the Deputy Head where the name, year group, nature and date of the offence and the sanction imposed will be recorded. This Register is held with the Deputy Head who uses this information to identify trends and look for suitable ways to support individual pupils in managing their behaviour. These

misdemeanours are discussed at regular staff meetings and parents will be involved at the earliest possible stage, especially if problems are serious or recurring. Children may then be placed on a daily or weekly report system to monitor behaviour with the support of the parent.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is rare and it is the responsibility of the Head Master, the Deputy Head or the Head of Pre-Prep to deal with it appropriately particularly if the problem keeps recurring. Full investigations will be carried out in a fair and understanding way, with serious incidents where a Fixed Term Exclusion or withdrawal may be a consideration the Head Master may have to sit in judgement.

Challenging Behaviour

Challenging Behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down then physical restraint may be necessary. Please refer to the Guidance on the Use of Force to control or restrain pupils. All members of staff are aware that the school rejects absolutely the use of Corporal Punishment.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve the parents. An incident form should be filled in and the situation discussed with the Head Master. The Head Master or Senior member of the teaching staff will work with members of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Corporal Punishment

Blundell's School will not use any form of corporal punishment. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of Staff. These include all those acting *in loco parentis*, such as unpaid volunteers.

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. In particular, they are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *"The chances of achieving the desired result by other means*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Head as soon as possible after he/she has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing that individual pupil's behaviour. Further details on this can be found in the policy 'Guidance on the use of reasonable Force to Control or Restrain pupils'.

Support Systems For Pupils

At Blundell's Preparatory School children are generally well behaved. There are however occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions all staff use strategies to change individual children's behaviour and to support children in making good choices.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards is used to reinforce positive behaviour and includes:

- These may include the reward of stars/smiley faces on work, on charts and in special books.
- Use of certificates, special stickers for such things as listening, being kind or being helpful.
- Sharing good behaviour with other children/other classes.

- Showing certificates and announcing credit-worthy achievements in assembly.
- Involving parents at an early stage to make an action plan together.
- Creating 1:1 time for a pupils and a teacher to reflect on ways to move forwards as well as providing a listening ear for that child.
- By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Other strategies may include:

- Change in classroom organisation
- Using different resources
- Using tiny steps, devised for each child to build good behaviour (eg sitting on a chair for a given length of time, putting hands up to answer questions)

Links to parents and outside agencies

Strong communication between parents and school are vital if a child's misbehaviour is to be appropriately managed. This may include the sharing of good practice including the use of consistent rewards or positive reinforcement. It may include the drawing up of an action plan to support good behaviour and regular meetings between home and school to monitor progress.

On occasion, the school may use outside agencies to support pupil behaviour, including educational psychologists. The school's SENDCO will make contact with the outside agency and will work alongside the Deputy Head of Head of Pre-Prep in formulating appropriate support for the pupil. At all times, the lines of communication between home and school will remain open.

Managing Pupils' Transition

Children may begin their time at Blundell's Prep at the age of 2 and therefore the way that rewards and sanctions are used will inevitably change as a child progresses through the school. Expectations for pupil behaviour at age 2 will be very different from that expected when they are in Year 6 and due regard should be paid to supporting pupils to make that transition. This begins with class teachers who establish routines and expectations with regards to good manners, taking-turns, saying please and thank you, eating snacks and lunch and playing nicely with other children. At the start of a new academic year, the class teacher will speak to their class to establish clear expectations for behaviour, highlighting the rewards and the sanctions, but focusing on the core principles as laid out in the Code of Conduct.

Disciplinary action taken against pupils as a result of malicious accusations against staff

On the rare occasion that a child is found to have made a malicious allegation against a member of staff, the child's parents will be contacted and a meeting will take place between the Head, the pupil and their parent/s. Depending on the nature of the accusation, it may be appropriate for a verbal or written apology to be made by the pupil. In the case of more serious accusations, the Head may decide to invoke the school's disciplinary procedures which may include a Fixed Term Exclusion or a permanent Exclusion. (See Exclusion Policy)

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Blundell's 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 parents find the school responsive and open-minded.

Unexplained Absence

We will always telephone the pupil's home on the first day of an unexplained absence in order to confirm your child's safety. Please note that it is the Governors' policy usually not to allow holidays to be taken during term time.

Involvement of Pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. This is usually done via their Form Teacher but the Head can be contacted directly. We also regularly carry out pupil questionnaires and hold pupil consultations. In addition, the School Council, overseen by the Deputy Head, is a forum for pupils to pass on suggestions to the Senior Leadership Team.

Teaching and Learning

Blundell's aim is to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

The school hopes that parents will not feel the need to complain about the operation of its behaviour management policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedures can be found in our Complaints Policy. This is published on our website and copies are available on request.

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