

9a Truro School Prep Behaviour Policy

A copy of this policy is published in the following areas:

The school's website

Link in staff handbook

Staff shared area

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Created by: Assistant Head (Pastoral)

A. Policy Statement

At Truro School Prep we wish to promote positive behaviour in a welcoming and caring environment where strong relationships are based on respect, good manners and a confident self-esteem for and in every pupil.

This policy applies to all pupils at Truro School Prep from Nursery to Year 6.

It helps to provide an effective, safe, secure, happy and moral environment in which pupils are encouraged to thrive and develop academic, social and personal skills and qualities.

The policy promotes the orderly running of the school where school rules support our duty of care to safeguard all pupils, helping them to determine the boundaries between acceptable and inappropriate behaviour; recognising how rewards and sanctions will be fairly and consistently applied. It requires a consistent and fair approach from all staff that is expected to set a positive example with appropriate courtesy, dress, punctuality and personal conduct.

To achieve the policy, the school promotes:

- Respect and consideration for others;
- Care of the environment;
- Good manners and high standards of dress;
- Self-discipline and an appropriate regard for authority;
- An environment that inspires pupils to achieve their potential;
- A value of learning;
- The Methodist values that underpin our school Mission Statement.

This behaviour policy should be read in conjunction with the following related national and school documents:

- Keeping Children Safe in Education DfE 2022, Part 1
- Working Together to Safeguard Children DfE 2018
- Child Protection & Safeguarding policy
- Anti-bullying policy
- Online-safety policy

- Code of conduct
- School rules
- School Charter Sept 2021

B. Procedures for positive, acceptable behaviour

The school has very high expectations of behaviour when pupils are on and off site.

Recognition of good behaviour is very important and staff will use opportunities to praise individuals for good behaviour and acts of kindness which are seen as a positive contribution to school life.

Assemblies provide occasions for reinforcement and celebration of positive conduct and success. Pupil work is displayed around the school and the weekly newsletter and school website are also used to recognise achievements.

Good behaviour is encouraged and as a school we:

- recognise and highlight good behaviour as it occurs;
- praise the pupils for behaving well;
- ensure that we are firm but fair and that any criticism is constructive;
- explain and demonstrate the behaviour we wish to see;
- encourage the pupils to be responsible for their own behaviour;
- reward individuals and groups for behaving well and praise the pupils accordingly;
- lead by example.

The principle duty of the class/form teacher is to develop and establish positive and supportive relationships with their classes which helps and supports them to work with other staff and pupils in a constructive and positive way across all aspects of school life.

If a child has a Social Worker, the school will liaise closely with them to ensure the child has the support they need.

Rewards

Nursery – Year Two

Praise and reward mechanisms used to recognise good behaviour:

- Smiley faces and individual stickers;
- Golden Time awarded to pupils as a class reward;
- Group table rewards in the classroom and the dining room such as the Golden Table;
- Recognition in the class and assembly time;
- Comments to parents at the end of the day either verbally or written in the Home /School Reading Diary.
- 'Our Core Values' – tokens awarded throughout the week. Children choose a reward on a half termly basis

In the Nursery pupils are awarded Certificates when a target has been achieved.

In Reception pupils have a Good Work Chart with twelve spaces to collect Good Work/Behaviour Stickers. Once the chart is complete the pupil will receive a Truro Pre-Prep Certificate, which is presented in the Celebration Assembly. The pupil will then be given a new chart to begin collecting for their next certificate. Class Dojo is used in Years 1 and 2 rewarding efforts shown in class. The person with the highest number of Dojos is acknowledged in the celebration assembly.

Each week the EYFS or KS1 Coordinator will award a Golden Book Certificate for any pupil who has been deemed to do something very special, such as help others, offer the hand of friendship or overcome adversity.

Year 3 – Year 6

Staff can reward pupil good behaviour through the Merit System.

Merits are awarded to pupils who exhibit high standards of attitude, behaviour and manners in lessons; show significant improvements in personal organisation or general approach; or display qualities of thoughtfulness, helpfulness or selflessness at any time during the school day.

A 'Merit' sheet is printed for each term within the pupil planner.

Staff are issued with special 'Merit' stickers. These Merits can be awarded by any member of staff at any time of the day. The Merit sticker is affixed to the chart in the pupil's planner. Once ten stickers have been collected by the pupil, they receive a Bronze Merit Award certificate. A further ten gains a Silver Award, for thirty a Gold Award and for forty a Platinum Award. These certificates are presented at the weekly Celebration Assembly.

All 'Merits' are totalled at the end of each term, and contribute to the House Good Conduct Cup. When the next term begins, the children begin afresh in earning their 'Merit' stickers.

In Year 6 all pupils complete a log book as part of their Play Maker Award. In this the pupils record any contribution they have made to support the school as a community for example monitor duties. This national leadership journal demonstrates and records good overall behaviour and conduct. At the end of the academic year the pupils can achieve a Bronze, Silver or Gold Award presented in the end of year assembly.

C. Procedures for unacceptable behaviour

It is the responsibility of all staff that policies and the school code of conduct are applied fairly and consistently. The promotion of good behaviour is the goal but it will sometimes be necessary to employ sanctions in order to enforce the school rules; reflect the seriousness of the misdemeanour; deter pupils from repeating the behaviour and to deter others.

Any pupil that the school believes would benefit from additional support will be considered for an Individual Welfare Plan (IWP). This decision would be made after careful consideration and discussion with the class teacher, the Head, the parents, and the Assistant Head (Pastoral).

The format of this will be determined by the individual needs of the pupil in question.

In all cases of managing a sanction, the cause and effect is considered and strategies to help support pupils will be sympathetic to the needs and concerns of the pupil. Where necessary support through mentoring, counselling or therapy will be considered. This might include accessing external agencies.

The following guidelines are not exhaustive and the sanctions will be at a level that reflects the severity of the offence, the possible influence on others, and the maturity of the pupil.

All forms prepare their own 'code of conduct', which is agreed and signed by all members of that form. This happens across the whole of Prep and Pre-Prep. On occasions, however, pupils do transgress the code, or indeed the school rules. In these cases, the following procedures then apply.

The sanctions used at the school are:

- Informal talk
- Temporary withdrawal from activities/areas of school e.g. side woods
- Time out / time out bench at break
- Short morning detention (Prep)
- Lunchtime Detention (Prep)
- Head's Detention (Prep)
- Temporary Exclusion
- Permanent Exclusion

Wherever possible Restorative Justice will be carried out either face to face (for two or more pupils) or where a pupil will 'give back' some free time, for example to the school community.

Sanctions

Nursery – Year Two

Persons with overriding responsibility for behaviour in the EYFS and Pre-Prep are the EYFS and KS1 Coordinators. The duty staff or class teacher deals with any minor breaches of discipline. The EYFS and KS1 Coordinators are informed of all action taken and will follow-up as necessary.

The safety of pupils is paramount in all situations. Staff will work with parents to promote good behaviour and a consistent approach will be agreed to dissuade unwanted behaviour. Information regarding a particular pupil's needs will be discussed in weekly staff meetings to ensure continuity of approach from all adults working with the pupils concerned.

If a pupil's behaviour endangers the safety of others, the class teacher will withdraw the pupil from the activity until they are ready to take part again.

All pupils in Reception, Year 1 and Year 2 are given three smiley faces on a chart at the start of each day.

If a pupil should breach the class code of conduct or the school rules the following procedures apply:

- If necessary, the pupil will be taken to another room to calm down or will be separated from others.
- The incident is discussed with all parties and in most cases a simple, verbal reprimand is sufficient.
- Pupils will be warned that repetition of this breach will lead to losing a smiley face.
- For more serious infringements and where pupils have demonstrably broken clearly understood norms of behaviour they may lose all three smiley faces.
- If a pupil loses all three smiley faces in one day they have a 'time out' session. In the final instance a pupil may be given 'time out' with the EYFS or KS1 Coordinator. An action plan is

drawn up with the EYFS or KS1 Coordinator and the child to find a 'way back' and to reflect on behaviour using Restorative Justice if appropriate.

- Parents may be informed and if necessary will be invited in to speak with the EYFS or KS1 Coordinator and the class teacher where a behaviour plan may be considered.
- If the pupil's behaviour shows no sign of improving, the parents, class teacher and the EYFS or KS1 Coordinator will meet to review the strategies that are in place and set new targets to promote improvement.
- Outside agencies may be involved to advise if there is any possible underlying cause for the behaviour. The Head, Assistant Head (Pastoral) and/or SENDCo may also be involved.
- If the behaviour were to continue and only in very extreme circumstances, temporary exclusion from class or school would be the next step.

Although these sanctions are in place it is not usual that a pupil needs more than the loss of a smiley face to modify behaviour.

Year 3 – Year 6

Classroom management and discipline is initially the responsibility of individual teachers and in the first instance any classroom management issues that can be addressed are done so by the class teacher in a reasonable and sensible way that is proportionate to the level of issue.

In addition, each member of staff will regulate the general conduct, standards of dress and positive attitude of all pupils around the school site e.g. to be purposeful when moving around the school. Children are reminded about the importance of adhering to the school rules and that inappropriate behaviour carries a consequence.

- In most cases, a simple verbal reprimand is sufficient.
- For a minor infringement **in the playground**, pupils will be sent to the 'time out' bench for a short time. This bench is in a designated area denoted by the 'wise owl' sign on the wall.
- For minor issues **in lessons**, i.e. low-level disruption, the teacher will have an informal conversation with the pupil, outlining the consequences of any further transgression. This will be considered as an 'initial warning' and the pupil's name will be recorded on the board.
- For more serious issues, or repeated offences, the member of staff will use the levelled system described below. The pupil's form teacher and Assistant Head (Pastoral) will be kept informed thus enabling any general pattern of behaviour to be monitored. A decision will be made as to the best course of action to take place.
- In more serious cases and particularly when behaviour is out of the ordinary for the particular child, descriptions of incidents will be recorded on 'MyConcern'.

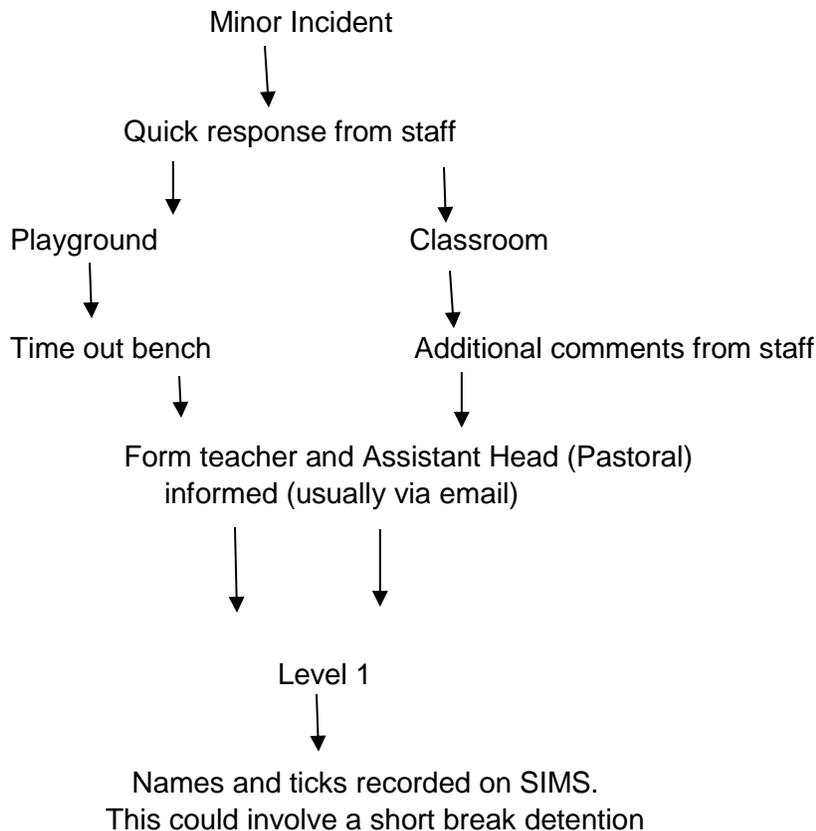
Appendix 1 lists the unacceptable behaviour as agreed at the school

Appendix 2 is an aide memoir for staff to assist with administering sanctions.

Unacceptable and inappropriate behaviour as listed in Appendix 1 receives sanctions as described below.

Level 1:

For inappropriate behaviour in lessons, assembly or when addressing an adult incorrectly. Children are spoken to, warnings given and name is written on the board. A repeated offence will cause a tick to be added to the name. This is recorded on SIMS and monitored by the form teacher. An individual teacher may speak with the pupil about their behaviour during a break time.



Level 2a:

For further repetition of minor infringements, where level 1 action has not brought about a change in behaviour, or for more serious incidents. A second tick will be added to the name on the board. This will result in a short break detention standing outside the staff room door for a time period deemed proportionate to the offence, by the class teacher. Names are recorded on SIMS and in addition a record held by the Assistant Head (Pastoral).

Level 2b:

For major incidents. If a child continues to show disruptive behaviour after 3 warnings, another member of staff (usually SMT) will be called to remove the child or (s)he should join another class

temporarily. Children are not to be asked to stand outside the classroom door. The parents will be informed, and the Assistant Head (Pastoral) and Head will assess the severity of the incident, arrive at a plan and agree action.

Possible outcomes could include the pupil attending a 'Head's Detention', or the pupil being placed on a support card to help them improve their behaviour. This card is signed by staff, and parents are given a copy. Most pupils find that this is a helpful and positive experience and it is always tailored to the pupil concerned. In some cases, a behaviour plan will be designed for a pupil, which is always explained to the child and the parents. A record is kept on file and held by the Assistant Head (Pastoral).

Parental consent is not required for break or lunchtime detentions but it is normal practice that parents would be informed of repeated level 2a and all 2b detentions.

Level 2c:

This is administered for serious breaches of school rules that: put the child, or other children, in danger; seriously harm the child, or other children; or reflect gross disobedience or disrespect to a member of staff.

The parents are immediately informed and the Head and Assistant Head (Pastoral) will arrive at a plan to address the issue, and agree either temporary or permanent exclusion. The Assistant Head (Pastoral) would immediately embark on an investigation and gather all pertinent facts. The parents are then invited to a meeting with the Head and Assistant Head (Pastoral) to discuss the incident in detail, inform them of the action to be taken and the next steps in addressing behavioural problems.

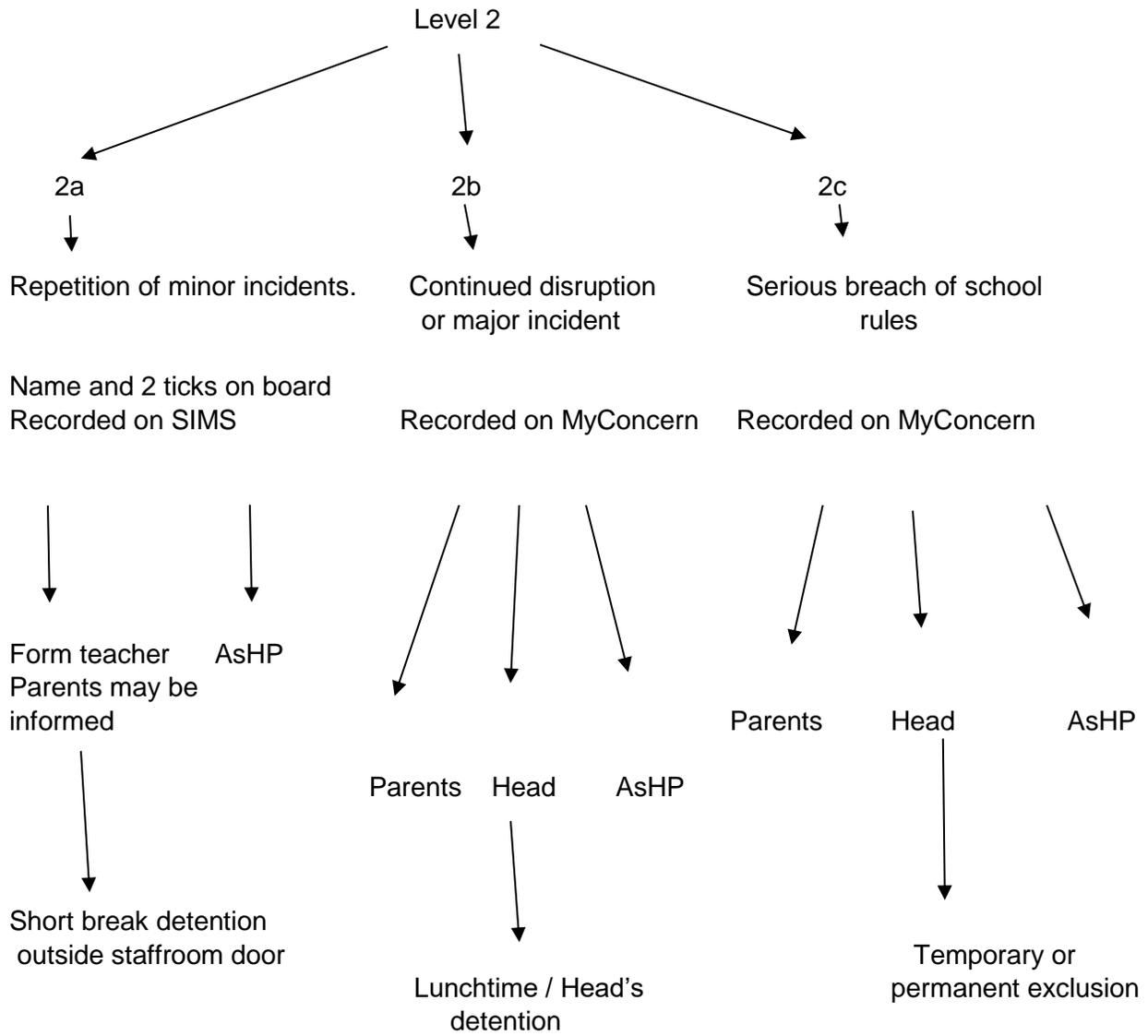
The parents are encouraged to be engaged in the decision-making process.

Temporary or Permanent Exclusion

This can only be authorised by the Head and will only happen as a consequence of a child's failure to respond to measures that have already been put in place. Parents would have been made aware of this possibility at previous meetings, and in writing.

If there has been a serious disciplinary issue, then a decision can be made by the Head without a previous warning to the parents and the pupil.

- Expulsion for behavioural reasons would only follow at least one period of temporary suspension unless the breach of discipline (within or beyond school) was so serious that the expulsion of a pupil was deemed to be the School's best interests or those of the pupil or other pupils.
- Reasons for suspension and expulsion of a pupil may include bullying (including cyber bullying) of other pupils, persistent refusal to conform to the school's behavioural expectations or the school's inability to guarantee the safety of the pupil or other pupils or the school. Pupils who make a malicious accusation against a member of staff will fall into this category.
- In such circumstances the school would act fairly and properly in deciding whether a pupil must be suspended or expelled from the school and wherever possible would seek the agreement of the parents before a decision was taken.



Chain of Communication

It is vitally important that to administer all of the possible sanctions all staff at the school follow a chain of communication. This will enable all situations to be appropriately delivered and monitored.

**In conclusion, the hierarchical procedure for:
Pre-Prep is as follows:**

- Subject Teacher / other staff on duty / lunchtime and afterschool supervision
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- EYFS or KS1 Coordinator

Prep is as follows:

- Subject teacher / other staff on duty / lunchtime and after school supervision
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- Email form teacher and Assistant Head (Pastoral)
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- Conversations to take place between staff and pupils
↓
- Possible meeting with parent or telephone conversation
↓
- Record made of the above (on MyConcern if level 2b or above) and copied to the Head and Assistant Head (Pastoral)
↓
A collaborative approach in place

In all matters, the school makes every effort to establish the truth; this includes allowing each pupil involved in an incident the opportunity to give their own version of events. Written statements of witnesses may be taken and parents consulted to ensure fairness.

Appendix 1

Unacceptable Behaviour

The school has agreed that the styles of behaviour listed below are inappropriate and unacceptable and are to be challenged by staff.

Poor manners:

- addressing adults incorrectly, or being rude in manner when talking to a teacher (using the incorrect form of address)
- calling out in lessons e.g. without putting up hands
- talking as the teacher talks
- not being aware of others at doorways, on the stairs or when playing in the playground as parents / teachers cross
- not moving around the school in an orderly and safe manner, e.g. running on staircases or in the corridors

Incorrect uniform and self-presentation:

- wearing the wrong shoes to go on the field / in the side woods
- not wearing the correct uniform, including for assembly (e.g. jumper / blazer)
- not changing fully to go home following clubs (at the discretion of club staff)
- ties at half-mast / top button undone
- shirts / blouses hanging out (this may be difficult with the length of the shorter fitted blouse therefore at the discretion of the teacher)
- kilts rolled up
- wearing jewellery (other than ear studs – to be removed for games and PE, and items worn for religious reasons – with written permission from the Head)
- coloured or bleached hair
- hair that is cut in styles emulating extremes of fashion

Pupils with shoulder length hair or longer should have it tied back into a neat bunch / plait (bunches / plaits) using discreet blue hair bands.

Pupils with hair to their collar should similarly ensure their hair is tied back neatly.

Disorganisation:

- not having correct kit for games / PE / swimming. A standard letter to the parents from the games staff will be the appropriate course of action.
- not completing homework at the time set
- not bringing the right books / equipment to lessons
- not having planner in lessons
- not handing planner to Form teacher in mornings and getting it signed
- not getting the planner signed each evening by their parents

Breaking School rules:

- bullying other pupils – as defined by the school's Anti-Bullying Policy
- foul or abusive language

- playing ball games on the playground before or after school
- going out of bounds (including entering rooms without permission from an adult member of staff)
- physical contact likely to cause harm, intimidation or injury (e.g. use of headlocks, arm locks, punching, hitting, pushing)
- verbally assaulting another pupil
- stealing either from the school or another pupil
- bringing inappropriate objects (electronic toys, mobile phones, knives, sharp edged toys) and balls into school without permission.
- eating sweets in school without permission (permission only given for special occasions, such as birthdays and only to be consumed in the classroom)
- vandalism (which includes graffiti) to school or personal belongings of others

Appendix 2

This is not an exhaustive list of potential issues but rather highlights common misdemeanours which do or could occur

Incident	Minor	Level 1	Level 2	Appropriate Action	Staff
Not addressing adults correctly	√			Informal talk – verbal warning	Staff involved
Rude and repeating above		√	√	Name recorded on SIMS Could involve short break detention	Staff issuing detention
As above including swearing		√	√	Name and two ticks recorded on SIMS Short break or lunchtime detention. Parents informed	Staff issuing detention & AsHP
Open defiance towards an adult			√	Parents contacted immediately Lunchtime detention or immediate suspension	AsHP + Head
Calling out in lessons	√			Informal talk	Staff involved
Talking whilst teacher talking	√			Informal talk	Staff involved
Talking in assembly	√			Informal talk	Staff involved
Persistent of above 3		√	√	Name recorded on SIMS Likely to involve short break detention	Staff issuing detention + AsHP
Inappropriate movement on stairs, in corridors, on the playground	√			Informal talk	Staff involved
As above but persistent and/or knocking someone over		√	√	Name recorded on SIMS Could involve short break detention	Staff issuing detention
All uniform issues	√			Informal talk	Staff involved
As above, but persistent		√	√	Short break detention dependent on findings (class teacher discretion)	Form teacher / AsHP
All disorganization matters	√			Informal talk	Staff involved (with form teacher intervention)

As above but persistent		√	√	Could involve short break detention	Staff issuing detention
Playing ball games on playground before or after school	√			Informal talk	Staff involved
Out of bounds (e.g. entering a classroom without permission from a member of staff)	√			Informal talk	Staff involved (form teacher)
As above but persistent		√	√	Could involve short break detention	AsHP
Bringing inappropriate objects (electronic toys, mobiles phones, balls, rackets, bats etc.) into school without permission		√		Informal 'talk'	Staff / AsHP
As above but if deemed dangerous e.g. knives and sharp-edged items used incorrectly			√	Lunchtime detention and parents contacted	AsHP
Eating sweets in school without permission (only on special occasions, such as birthdays and only to be consumed in the classroom)	√			Informal 'talk'	Staff involved
As above but with persistence		√	√	Short break detention	Staff issuing detention +AsHP
Bullying other pupils (including cyber bullying)			√	Parents involved immediately Lunchtime detention Exclusion if persistent	AsHP + Head if persistent
Verbally assaulting another pupil			√	Parents contacted Lunchtime detention	AsHP
Stealing either from a pupil or from the school			√	Parents contacted Lunchtime detention	AsHP
Physically assaulting another pupil (use of headlocks, arm locks, punching, hitting, pushing)			√	Parents contacted Lunchtime detention	AsHP
Vandalising property			√	Parents contacted Lunchtime detention	AsHP