

## 9a Truro Prep School 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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Date for next review: September 2019

Created by: Pastoral Care Coordinator

### **A. Policy Statement**

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

This policy applies to all pupils at Truro Prep School 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 all pupils helping them to determine the boundaries between acceptable and inappropriate behaviour; recognising how rewards and sanctions will be fairly and consistently applied.

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;
- Pupils to value their learning;
- The Methodist values that underpin our school Mission Statement.

To fulfil our duty of care to all pupils 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.

This behaviour policy should be read in conjunction with the following related National and school policies:

- Keeping Children Safe in Education DfE 2018, Part 1
- Working Together to Safeguard Children DfE 2018

- School rules
- Anti-bullying policy
- Online-safety policy
- Code of conduct

## **B. Procedures for positive behaviour**

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### **Rewards**

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 is also used to recognise achievements.

Good behaviour is encouraged and as a school:

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

### **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.

In the Nursery pupils are awarded Teddy Certificates when a Teddy target has been achieved. In Reception, Year One and Year Two, 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 and when they have gained ten certificates they will be presented with a special award by the EYFS or KS1 Coordinator.

Each week one pupil from each class will be awarded a 'star' of the week certificate. To achieve this, pupils need to work hard to abide by the class, school and playtime rules. 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 totaled 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. 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 Sanctions and Support**

The school has very high expectations of 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 misdemeanor; 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 form tutor, the Head, the parents, and the Pastoral Care Coordinator.

The format of this will be determined by the 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 in Prep at break
- Short morning detention (Prep)
- Lunchtime Detention (Prep)
- Head's Detention (Prep)
- Temporary Exclusion
- Permanent Exclusion

Appendix 2 lists the inappropriate behaviour agreed at the school

## **Nursery – Year Two**

Persons with overriding responsibility for behaviour in the EYFS and Pre-Prep are the EYFS and KS1 Coordinators. As a school we have high expectations of behaviour. The duty staff or form 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 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 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 will be asked to have a 'time out' session. This may mean sitting quietly in the hall or classroom during break time. 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
- Parents would be informed and if necessary would be invited in to speak with the EYFS or KS1 Coordinator and the class teacher where a behaviour plan would 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 or diagnose if there is an underlying cause for the behaviour (possible medical, emotional). The Head 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.

Children are reminded that inappropriate behaviour carries a consequence and are encouraged to maintain high positive standards of dress, and to be purposeful and positive when moving around the school.

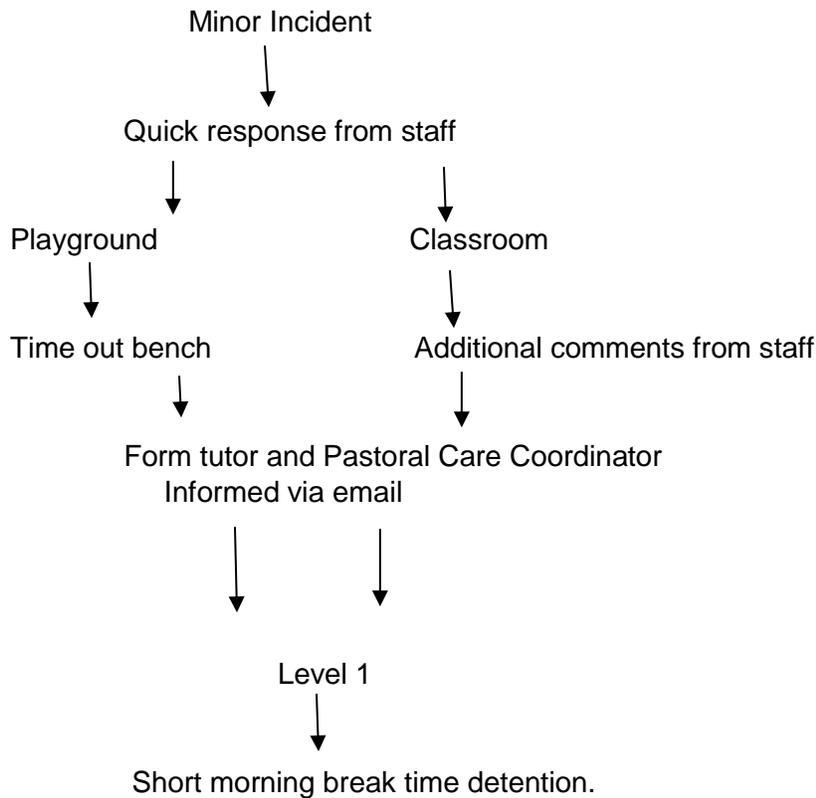
The school sets high expectations of behaviour when pupils are on and off site.

Pupils are reminded about the importance of adhering to the school rules. Appendix I is an aide memoir for staff to assist with administering sanctions.

- 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 'owl' sign on the wall.
- For minor issues **in lessons** the teacher will have an informal conversation with the pupil, outlining the consequences of any further transgression.
- For more serious issues, or repeated offences, the member of staff will email the form tutor and copy this to the Pastoral Care Coordinator giving full details. This enables any general pattern of behaviour to be monitored by both the form teacher and Pastoral Care Coordinator. A decision will be made to the course of action to take place and behaviour will be monitored by the form tutor and the Pastoral Care Coordinator.

**Level 1:**

A morning break-time detention will be administered for inappropriate behaviour in lessons, assembly or when addressing an adult incorrectly. This will be supervised by the member of staff issuing the detention.

**Level 2a:**

For repeated minor infringements, or more serious incidents. The sanction is a lunch time detention supervised by the Pastoral Care Coordinator. Parents are informed and a record is kept of the parental contact and kept on file. A record is kept on a central log for monitoring pupils; this is held by the Pastoral Care Coordinator.

**Level 2b:**

For major incidents, the parents are immediately informed, and the Pastoral Care Coordinator 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 Pastoral Care Coordinator.

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

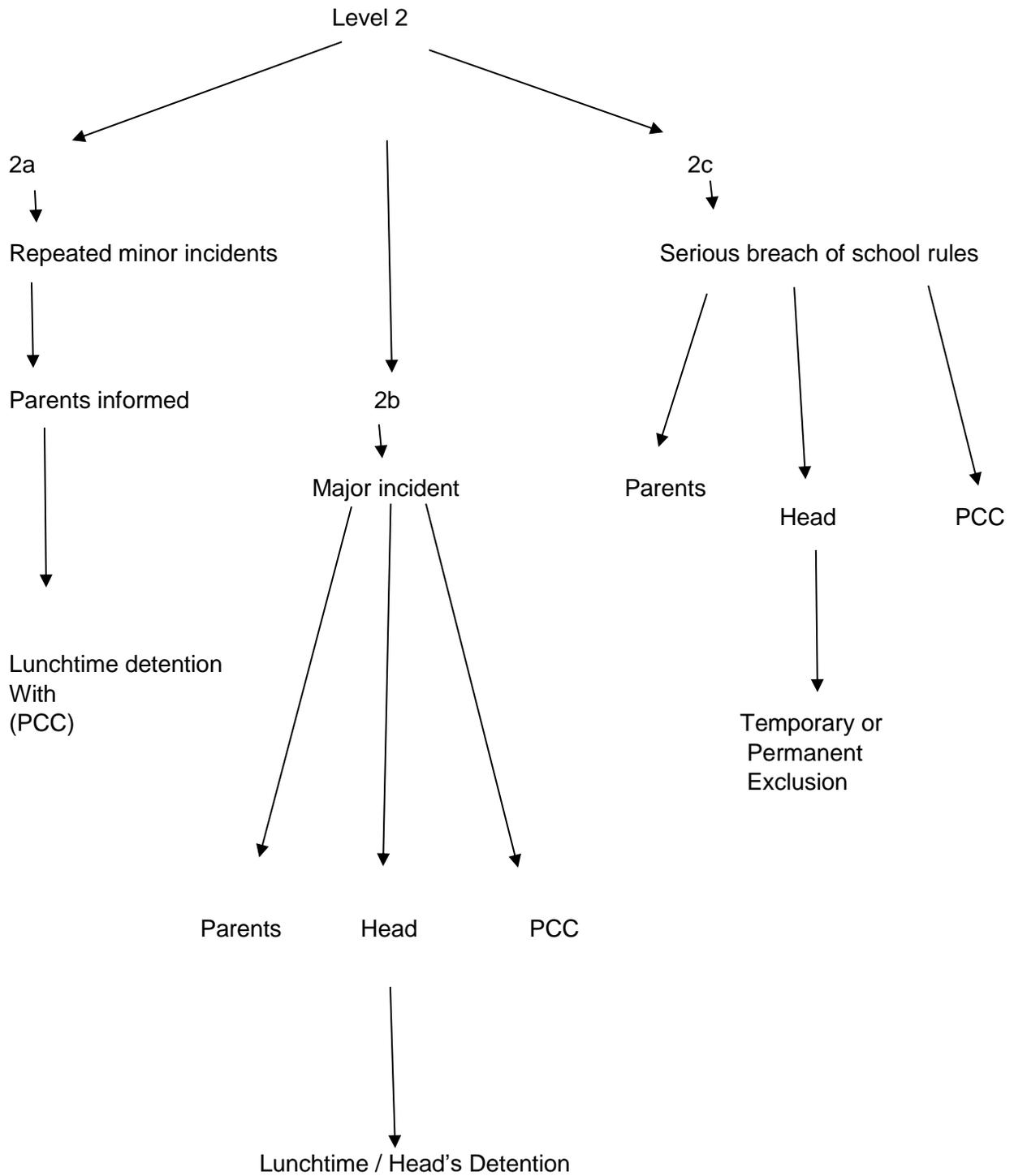
The parents are encouraged to be engaged in the decision making process.

### **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 exclusion 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 the Pre-Prep is as follows:

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

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

- Subject teacher / other staff on duty / lunchtime and after school supervision
- ↓
- Email form tutor and Pastoral Care Coordinator
- ↓
- Conversations to take place between staff and pupils
- ↓
- Possible meeting with parent or telephone conversation
- ↓
- Record made of the above and copied to the Head and Pastoral Care Coordinator  
    ↓  
    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 are taken and parents consulted to ensure fairness.

## Appendix I

| Incident  | Minor | Level 1 | Level 2 | Appropriate Action  | Staff   |
|---|-------|---------|---------|---|---|
| Not addressing adults correctly                                   | √     |         |         | Informal talk – verbal warning  | Staff involved                                |
| Rude and repeating above  |       | √       |         | Short morning detention   | Staff issuing detention                       |
| As above including swearing                                       |       | √       | √       | Lunchtime detention Parents informed                                  | PCC   |
| 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   |       | √       |         | Short morning detention   | Staff issuing detention                       |
| Inappropriate movement on stairs, in corridors, on the playground | √     |         |         | Informal talk   | Staff involved                                |
| As above and knocking someone over                                |       | √       |         | Short morning detention   | Staff issuing detention                       |
| All uniform issues  | √     |         |         | Informal talk   | Staff involved                                |
| As above, but persistent  |       | √       |         | Short morning detention dependent on findings (form tutor discretion) | Tutor / PCC                                   |
| All disorganization matters                                       | √     |         |         | Informal talk   | Staff involved (with form tutor intervention) |
| As above but persistent   |       | √       |         | Short morning 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 issuing detention (form tutor) |
| As above but persistent  |   | √ |   | Short morning detention  | PCC                                  |
| Bringing inappropriate objects (electronic toys, mobiles phones, balls, rackets, bats etc.) into school without permission         |   | √ |   | Informal 'talk' and morning detention  | Staff / PCC                          |
| As above but if deemed dangerous e.g. knives and sharp edged items used incorrectly  |   |   | √ | Lunchtime detention and parents contacted                                      | PCC                                  |
| 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  |   | √ |   | Morning detention  | Staff issuing detention              |
| Bullying other pupils (including cyber bullying)   |   |   | √ | Parents involved immediately<br>Lunchtime detention<br>Exclusion if persistent | PCC + Head if persistent             |
| Verbally assaulting another pupil  |   |   | √ | Parents contacted<br>Lunchtime detention                                       | PCC                                  |
| Stealing either from a pupil or from the school  |   |   | √ | Parents contacted<br>Lunchtime detention                                       | PCC                                  |
| Physically assaulting another pupil (use of headlocks, arm locks, punching, hitting, pushing)                                      |   |   | √ | Parents contacted<br>Lunchtime detention                                       | PCC                                  |
| Vandalising property   |   |   | √ | Parents contacted<br>Lunchtime detention                                       | PCC                                  |

## Appendix 2

### **Inappropriate Behaviour**

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#### **Poor manners:**

- not addressing adults correctly, or being rude in manner when talking to a teacher (using the incorrect form of address)
- calling out in lessons 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, running on staircases or in the corridors

#### **Incorrect uniform:**

- wearing the wrong shoes either to go on the field / in the side woods or for entering the Dining Hall
- not wearing the correct uniform 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 jewelry (other than ear studs)

#### **Disorganisation:**

- not having correct kit for games / PE / swimming. A standardised 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
- 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).
- physically assaulting another pupil (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 3**

### **School Rules**

#### **Uniform, Kit and Appearance**

- Full school uniform must be worn to school.
- Pupils must have the correct PE and Games kit.
- Pupils should not have haircuts that emulate the extremes of fashion.
- Hair should not be coloured or bleached.

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.

- Pupils may not wear items of jewelry, with the exception of ear studs for girls with pierced ears (which must be removed for games and PE), and items worn for religious reasons (with written permission from the Head).
- Pupils must wear full school uniform when attending any school event, unless specifically advised otherwise.

#### **Behaviour**

##### **The following are unacceptable:**

- All forms of bullying (as defined by the school's Anti-Bullying Policy)
- The use of foul or abusive language
- Rudeness to adults
- Interfering with another person's property
- Physical contact likely to cause harm, intimidation or injury