



# Behaviour for learning Policy Prep School

## Behaviour for Learning Policy

### Aims

We believe that teaching children in a way which promotes high self-esteem, helps promote good behaviour. The teacher has the right to teach; children have the right to learn.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

### Rationale

Relationships between students and staff are key in securing excellent behaviour. At BISAK, all staff strive for positive relationships with their pupils and with other pupils they meet.

- Staff will ensure they use a variety of groupings, pedagogical and organisational strategies to ensure there is an optimum learning environment. Pupils will feel happy and secure when the people they meet are considerate, caring and supportive.
- All adults encountered by the pupils at school have an important responsibility to model high standards of behaviour and interaction, both in their dealings with the pupils and with each other, as their example has an important influence on the students.
- Staff actively seek to praise positive behaviour and utilise reward systems (e.g., BISAK Points) to acknowledge positive behaviour. Staff will always model excellent manners and ensure that students demonstrating excellent manners are recognised and thanked e.g., when holding the door to let others through.

Staff actively supervise pupils at all points during the school day and it is stressed that all staff have the responsibility for ensuring the following:

- safe, quiet and courteous movement around school at all times. Pupils must not run at any time in classrooms or corridors, as it is not safe.
- appropriate behaviour in assemblies; this includes all children in whole school and assemblies.
- excellent behaviour at the beginning and end of the school day when entering and leaving the school buildings.
- excellent behaviour at break time reinforced through active supervision and interaction between all adults and pupils.

We aim to develop self-discipline in our pupils which will lead to pupils effectively managing their own behaviour. We seek to praise pupils for appropriate behaviour knowing that this positive reinforcement will impact on other pupils.

## Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory including: Racial Faith-based Gendered Homophobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a characteristic e.g., gender, race,
Verbal: Direct/Indirect	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Core Rules

The core rules in the Prep School are:

- Be honest
- Inspire others to make good choices
- Show respect for people and property
- Always do your best
- Kindness

Our expectation as pupils progress through the school is that they take increasing responsibility for their behaviour and that they are aware of the consequences their actions may have. A pupil's ability to make sensible behavioural choices develops and evolves as they move through the school, and we reference the core values of the school when dealing with behavioural issues.

## Dealing with Inappropriate Behaviour in the Prep School

Staff will refer to this policy when dealing with inappropriate behaviour and ensure that they address the behaviour and not label the child. Staff should always seek advice from the relevant Phase Leader or SLT where they are unsure as to how to proceed.

Most behavioural incidents will be dealt with by the supervising adult. Professional judgement should be used to assess the nature of the behaviour and/or whether it is a repeated behaviour before informing other relevant staff. Staff will always listen to a child reporting inappropriate behaviour and investigate further if necessary. They will seek feedback from other students who may have witnessed the behaviour to inform any decision regarding next steps and possible sanctions.

When dealing with inappropriate behaviour on the playground, it is recognised that the supervising adult may not be dealing with a student from their class. Supervising adults will always listen and respond to reports of misbehaviour and investigate further where appropriate. Professional judgement should be used to determine whether it is necessary to feedback details of incidents to the relevant class teacher for them to follow up.

## Behaviour and Sanctions Steps

The range of sanctions that can be applied for unacceptable behaviour is as follows. The list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour and failing to comply with instructions when challenged over misbehaviour may raise the level. Mitigating circumstances may reduce the level. The Headteacher or Principal may intervene at any time where there are concerns related to child or adult safety.

Lower Pre-Prep from Level 3 onwards parents MUST be contacted				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Snatching an object/toy from another child.</p> <p>Refusing to share an object/toy with another child.</p> <p>Refusal to participate in an activity/adhere to expected behaviour. E.g., standing still in the line, sitting on their bottom on the carpet.</p>	<p>Repeated snatching an object/toy from another child.</p> <p>Repeated refusal to share an object/toy with another child.</p> <p>Repeated refusal to participate in an activity/adhere to expected behaviour. E.g., standing still in the line, sitting on their bottom on the carpet.</p> <p>Intentionally lying about something or someone to cause a difficulty / upset.</p>	<p>Repeated snatching an object/toy from another child over a period of 2 days or more.</p> <p>Repeated refusal to share an object/toy with another child over a period of 2 days or more.</p> <p>Repeated and intentional refusal to participate in an activity/adhere to expected behaviour over a period of 2 days or more. E.g., standing still in the line, sitting on their bottom on the carpet.</p> <p>Physical behaviour which causes offence: spitting, biting. Intentionally hitting or kicking another child or adult.</p> <p>Displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or the environment.</p>	<p>Repeated intentional hitting or kicking of another child or adult.</p> <p>Biting another child or adult.</p> <p>Physically harming another child or adult which may or may not cause a mark, bruise, scratch or bleeding.</p>	<p>Repeated biting of another child or adult. Three times over a period of two weeks. This may be to different individuals.</p> <p>Repeatedly physically harming another child or adult which causes a mark, bruise, scratch or bleeding. More than once over a period of two weeks. This may be to different individuals.</p> <p>A serious incident, for example violent or aggressive behaviours, preceded by regular letters/emails (1 every 2 weeks or similar); or regular concerning behaviours, e.g., persistent low-level behaviours.</p>
Sanction				
<p>Verbal reprimand</p> <p>Supervised time out</p> <p>Completion of work in own time.</p> <p>Incidents may be recorded on MIS System.</p>	<p>Withdrawal of privileges</p> <p>Verbal apology</p> <p>Loss of playtime – supervised</p> <p>Supervised task to be agreed with member of staff.</p> <p>Parents <b>may be</b> contacted and informed of the incident.</p> <p>Incidents may be recorded on the MIS system.</p>	<p>Parents <b>will be</b> contacted and informed of the incident.</p> <p>All incidents to be recorded on MIS system.</p> <p>If property damage is involved the sanction may be to make good the damage and/or provide compensation.</p> <p>A behaviour home-school book may be established for a fixed period. SLT to support with format.</p> <p>Behaviour contract put in place to modify and monitor future behaviour.</p> <p><i>* If Bullying is confirmed anti-bullying actions will be implemented.</i></p>	<p>Immediate referral to SLT</p> <p>Parents will be contacted, informed of incident and invited to a meeting with SLT.</p> <p>If property damage is involved the sanction may be to make good the damage and/or provide compensation.</p> <p>All incidents to be recorded on MIS system</p> <p>Withdrawal from class:</p> <p>In-School Withdrawal</p> <p>Possible fixed term suspension.</p>	<p>Immediate external suspension (pending investigation).</p> <p>External suspension – must involve Principal.</p> <p>Expulsion from school – must involve the Principal.</p>
<p><u>Action taken by:</u></p> <p>Class Teacher/Specialist Teacher/adult supervising play duty/break.</p>	<p><u>Action taken by:</u></p> <p>Class Teacher/Specialist Teacher/Phase Leader</p>	<p><u>Action taken by:</u></p> <p>Phase Leader/Specialist Teacher/and/or SLT</p>	<p><u>Action taken by:</u></p> <p>Phase Leader/ SLT</p>	<p><u>Action taken by:</u></p> <p>Headteacher</p>

Upper Pre-Prep from Level 3 onwards parents MUST be contacted				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Off task in lessons. Not completing learning tasks in the given time. Distracting peers in class. Off task during Assembly time or during other whole school events. Shouting out, talking over others, distracting peers. Impulsive verbal and physical incidents in the playground: teasing, name calling, pushing, kicking. Inappropriate movement around school: Running/shouting in the corridors and when lining up.</p>	<p><b>Repeated Level 1 misbehaviour</b> Repeated failure to follow adult instructions * Inappropriate behaviour on a school trip. Inappropriate behaviour in the playground and classroom.  * <u>Inappropriate behaviour is that which is not in line with the core values of the school</u>  Intentionally lying about something or someone to cause a difficulty / upset.</p>	<p><b>Repeated Level 2 misbehaviour</b> Physical behaviour which causes offence: spitting, biting. Serious name calling and teasing. Stealing school property, or property belonging to peers. Deliberate damage to property, including graffiti. Using rude or offensive language. Displaying defiance, disobedience and disrespect towards a member of staff. Bullying (as per policy definition).</p>	<p><b>Repeated Level 3 misbehaviour</b> Physical fighting with peers. Physically harming another child or adult which may or may not cause a mark, bruise, scratch or bleeding. Using rude or offensive language (including racist language). Deliberate act(s) of vandalism. Setting off the fire alarm deliberately.</p>	<p><b>Repeated Level 4 misbehaviour</b> Deliberate, and planned, physical injury of another student: kicking/punching to the head or vulnerable body areas.  A serious incident, for example violent or aggressive behaviours, preceded by regular letters/emails (1 every 2 weeks or similar); or regular concerning behaviours, e.g., persistent low-level behaviours.</p>
Sanction				
<p>Verbal reprimand Supervised time out. Completion of work in own time. Incidents may be recorded on MIS System.</p>	<p>Withdrawal of privileges. Verbal apology Loss of playtime – supervised. Supervised task to be agreed with member of staff. Parents <b>may be</b> contacted and informed of the incident. Incidents may be recorded on the MIS system.</p>	<p>Parents <b>will be</b> contacted and informed of the incident. All incidents to be recorded on MIS system. If property damage is involved the sanction may be to make good the damage and/or provide compensation. A behaviour home-school book may be established for a fixed period. SLT to support with format. Behaviour contract put in place to modify and monitor future behaviour. <i>* If Bullying is confirmed anti - bullying actions will be implemented.</i></p>	<p>Immediate referral to SLT. Parents will be contacted, informed of incident and invited to a meeting with SLT. If property damage is involved the sanction may be to make good the damage and/or provide compensation. All incidents to be recorded on MIS system. Withdrawal from class: In-School Withdrawal Possible fixed term suspension.</p>	<p>Immediate external suspension (pending investigation). External suspension – must involve Principal. Expulsion from school – must involve the Principal.</p>
<p><u>Action taken by:</u> Class Teacher/Specialist Teacher/adult supervising play duty/break.</p>	<p><u>Action taken by:</u> Class Teacher/Specialist Teacher/Phase Leader</p>	<p><u>Action taken by:</u> Phase Leader/Specialist Teacher/and/or SLT</p>	<p><u>Action taken by:</u> Phase Leader/ SLT</p>	<p><u>Action taken by:</u> Headteacher</p>

<b>Lower and Upper Prep</b>				
<b>Range of possible sanctions at each level – from Level 3 onwards parents MUST be contacted</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Off task in lessons. Not completing learning tasks in the given time. Distracting peers in class. Off task during Assembly time or during other whole school events. Shouting out, talking over others, distracting peers. Impulsive verbal and physical incidents in the playground: teasing, name calling, pushing, kicking. Inappropriate movement around school: Running/shouting in the corridors and when lining up.</p>	<p><b>Repeated Level 1 misbehaviour</b> Repeated failure to follow adult instructions. Inappropriate behaviour on a school trip. Inappropriate behaviour in the playground and classroom. <u>*Inappropriate behaviour is that which is not in line with the core values of the school.</u> Intentionally lying about something or someone to cause a difficulty / upset.</p>	<p><b>Repeated Level 2 misbehaviour</b> Physical behaviour which causes offence: e.g., spitting, Serious name calling and teasing. Stealing school property, or property belonging to peers. Deliberate damage to property, including graffiti. Using rude or offensive language. Displaying defiance, disobedience and disrespect towards a member of staff. Bullying (as per policy definition).</p>	<p><b>Repeated Level 3 misbehaviour</b> Physical fighting with peers. Physically harming another child which may or may not cause a mark, bruise, scratch or bleeding. Aggressive behaviour towards an adult in school. Using rude or offensive language towards an adult. Using racist language on purpose to offend others. Deliberate acts of vandalism. Setting off the fire alarm deliberately.</p>	<p><b>Repeated Level 4 misbehaviour</b> Deliberate, and planned, physical injury of another student: kicking/punching to the head or vulnerable body areas. Bringing forbidden items into school on purpose.</p>
<b>Sanction</b>				
<p>Verbal reprimand Supervised time out. Completion of work in own time. Incidents may be recorded on MIS System.</p>	<p>Withdrawal of privileges. Letter of apology/verbal apology (depending on level of writing ability). Loss of playtime – supervised. Supervised task to be agreed with member of staff. Parents <b>may be</b> contacted and informed of the incident. Incidents may be recorded on the MIS system.</p>	<p>Parents <b>will be</b> contacted and informed of the incident. All incidents to be recorded on MIS system. If property damage is involved the sanction may be to make good the damage and/or provide compensation. A behaviour home-school book may be established for a fixed period. SLT to support with format. Behaviour contract put in place to modify and monitor future behaviour. <i>* If Bullying is confirmed anti - bullying actions will be implemented.</i></p>	<p>Immediate referral to SLT. Parents will be contacted, informed of incident and invited to a meeting with SLT. If property damage is involved the sanction may be to make good the damage and/or provide compensation. All incidents to be recorded on MIS system. Withdrawal from class: In-School Withdrawal. Possible fixed term suspension.</p>	<p>Immediate external suspension (pending investigation). External suspension – must involve Headteacher. Expulsion from school – must involve the Headteacher.</p>
<p><u>Action taken by:</u> Class Teacher/Specialist Teacher/adult supervising play duty/break.</p>	<p><u>Action taken by:</u> Class Teacher/Specialist Teacher/Phase Leader</p>	<p><u>Action taken by:</u> Phase Leader/Specialist Teacher/and/or SLT</p>	<p><u>Action taken by:</u> SLT/Headteacher</p>	<p><u>Action taken by:</u> Headteacher</p>