



RADLETT
PREPARATORY SCHOOL

BEHAVIOUR, REWARDS AND CONSEQUENCES POLICY

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Contents

1	Related Information.....	3
	1.1 Statutory Guidance	
	1.2 Supporting Documents	
2	Introduction.....	4
3	Whole school approach to behaviour.....	4
4	Code of Conduct/Golden Rules.....	5
5	Involvement of Parents/Carers.....	6
6	Involvement of Pupils.....	6
7	Involvement of Adults.....	7
8	Promoting good behaviour.....	7
9	Raising self esteem.....	8
10	Definitions of misbehaviour.....	8
11	Responding to misbehaviour.....	10
12	Fixed term and permanent exclusions.....	12
13	Physical restraint of pupils.....	13
14	Confiscation of inappropriate items.....	13
15	Complaints.....	13
16	Monitoring and review.....	13

1. Related Information

1.1 Statutory Guidance

This policy has been reviewed in accordance with the following Independent Schools Statutory Regulations:

- Part 1, paragraph 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- Part 2, paragraph 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- Part 3, paragraph 9. The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively;
 - and 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- Part 6, paragraph 32(3)(a) particulars of the School's policy on and arrangements for admissions, misbehaviour and exclusions.

1.2 Supporting documents

- Behaviour in Schools: advice for Head Teachers and school staff 2022.
- Searching, screening and confiscation advice for schools 2023.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023.
- The Equality Act 2010.
- Use of reasonable force in schools 2013.
- Supporting pupils with medical conditions at school 2017.
- Keeping Children Safe in Education 2023.
- Anti-Bullying Policy.
- Child Protection and Safeguarding Policy.
- Complaints Policy.
- SEND Policy.
- PSHCE policy.
- Employee and Staff Handbooks.
- Online safety policy.

2. Introduction

At Radlett Preparatory School (the School) our ethos is based upon our values of love of learning, respect, compassion, resilience and community. The School aims to encourage pupils to adopt the highest standards of behaviour, and to respect the ethos of the School. Promoting the emotional well-being of all our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide 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.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Claire Foster (Head of Lower School).

3. Whole School Approach to Behaviour

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

4. Code of Conduct / Golden rules

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses consequences as required where rules are broken. Positive reinforcement and consequences are both important and necessary to support the whole-school culture.

The School's community of Directors, staff, parents, and pupils adhere to agreed routines and our golden rules, devised by our School Council. The Golden Rules are designed to encourage positive behaviour and self-discipline. The Golden Rules are set out below:

- ✓ Always be kind to your friends.
- ✓ Always be tidy and look after your own and other people's property.
- ✓ Always be polite and respectful to others.
- ✓ Always work hard and try your best.
- ✓ Always listen to others and don't interrupt.
- ✓ Always take responsibility for your words and actions.
- ✓ Always respect others' opinions, beliefs and differences.
- ✓ Always be honest.

The Golden Rules may change from time to time. Parents and Carers agree, when signing the Terms and Conditions, that their child will comply with the School Rules and that they will undertake to support the authority of the Principal in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. 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. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow our Golden Rules and understand what is expected of them and why consequences may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. 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 School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will

not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a pupil is adopted, looked after or is a carer.

5. Involvement of Parents and Carers

The role of Parents and Carers is crucial to the School developing and maintaining good behaviour. Parents and Carers who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Terms and Conditions.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform and appearance, standards of academic work, extra-curricular activities, and homework. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

6. Involvement of Pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, through pupil voice surveys, via the School Council which meets regularly, and within PSHCE lessons. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils understand their duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

7. Involvement of Adults

The School believes that a culture in which all adults have a consistent and agreed approach to behaviour management creates an environment that is calm, safe, and supportive and enables all pupils to learn effectively.

Adult behaviours we have agreed on are:

- Be fair and consistent.
- Give first attention to the best conduct.
- Model positive behaviours and actively build relationships.
- Listen to pupils.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm.
- Use positive praise.
- Follow up every time.
- Never ignore or walk past pupils who are not following the golden rules or are breaking the code of conduct.
- To provide a high-quality environment that is organised and tidy.
- Recognise that pupils make mistakes and the importance of repair and learning from these.

8. Promoting Good Behaviour

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we recognise and promote behaviour that goes above and beyond. Our staff understand that a quiet word of personal praise can be as effective as a public award. We reward and encourage good behaviour from our pupils by:

- Verbal praise.
- Communicating praise to parents.
- House points and star badges.
- Values Certificates awarded weekly in celebration assembly.
- Values badges awarded termly.
- Tea with SLT.
- Excellence book for academic achievement.
- Recognition boards in classrooms.
- Golden time.

The School selects Captains in recognition of behaviours which epitomise our School Values. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

9. Raising Self Esteem

Children whose behaviour distracts them or others from their learning are often unhappy, may feel insecure and have low self-esteem. We aim to raise the self-esteem of each child by:

- Knowing and using their preferred names.
- Knowing their family connections and something of their life outside school.
- Avoiding stereotypes and stereotyping.
- Having high expectations of each child.
- Making time to talk to individuals.
- Ensuring that mistakes are dealt with and then forgotten.
- Being seen to deal evenly and fairly with all children.
- Noticing and responding to a child in difficulty.
- Listening carefully to both sides of a story where there is confusion or disagreement, before making a decision.
- Apologising when we make mistakes.
- Planning group and class activities designed to promote self-esteem.

10. Definitions of Misbehaviour

The lists below provide examples of different levels of behaviour which are considered to be inappropriate. This also includes online behaviours and activity. Whilst these have been drawn up to cover most examples of different behaviours, they are not exhaustive, and any behaviour which differs from these examples will be considered and categorised appropriately. The school categorises inappropriate behaviour in four stages.

Examples of stage 1 inappropriate behaviours are:

- Constant chatting.
- Calling / Shouting out in classrooms or corridors.
- Unfinished or unacceptable work due to time wasting.
- Not looking after resources carefully.
- Not sharing or co-operating.
- Interrupting the teacher.
- Running in the corridor.

Examples of stage 2 inappropriate behaviours are:

- Continued repetition of stage 1 behaviours after adult intervention.
- Thoughtlessly “rough” play.
- Name calling.
- Preventing others from working.
- Refusing to do what an adult has requested.
- Sexist comments.

Examples of stage 3 inappropriate behaviours are:

- Continued repetition of stage 2 behaviours after adult intervention.
- Swearing.
- Thoughtless behaviour which risks injuring others.
- Dishonesty.
- Answering back aggressively.
- Spitting.

Examples of stage 4 serious inappropriate behaviours are:

- Continued repetition of stage 3 behaviours after adult intervention.
- Racist remarks or behaviour, bullying, homophobia, or sexist comments.
- Dangerous behaviour.
- Biting and other forms of physical assault.
- Fighting.
- Stealing.
- Damaging schools and other children's property deliberately.
- Graffiti.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual jokes or taunting.
 - Sexual comments.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

There are more serious examples of inappropriate behaviours which, whilst we do not expect to see them, we must recognise do exist. Examples of this would be:

- Persistent refusal to accept school, class or playground rules, or authority of adults.
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare.
- Violent behaviour towards other children which does not improve after intervention.
- Physical or verbal aggression towards a member of staff/ adult.
- Extremely violent behaviour resulting in injury.
- Repeated bullying, racism, homophobia, or sexism.
- Serious damage to school buildings.
- Bringing dangerous items to school such as lighters, matches, weapons or drugs.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes (empty or full)
 - Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

11. Responding to Misbehaviour

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Consequences assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Principal undertakes to apply any consequences fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue consequences any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Consequences may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic consequences which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policy.

When a member of school staff becomes aware of a misbehaviour they will respond consistently, calmly and promptly, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff.

The School's aim in any response to misbehaviour is to restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour may include one or more of the following consequences.

Stage 1 behaviours:

- A verbal reprimand.
- A change of environment/removal from the classroom.
- Expecting work to be completed at home.
- Time out at Break Time/Lunchtime (at the side of the playground).

Stage 2 behaviours:

- A verbal reprimand.
- A change of environment/removal from the classroom.
- Expecting work to be completed at home.
- Time out at Break Time/Lunchtime (at the side of the playground).
- Referring the pupil to a senior member of staff (Year Group Leader or SLT).
- Attendance at reflection room.
- Communication with parents.
- Agreeing a behaviour or pastoral support plan.

Stage 3 behaviours:

- A verbal reprimand.
- A change of environment/removal from the classroom.
- Expecting work to be completed at home.
- Time out at Break Time/Lunchtime (at the side of the playground).
- Referring the pupil to a senior member of staff (Year Group Leader or SLT).
- Attendance at reflection room.
- Communication with parents.
- Agreeing a behaviour or pastoral support plan.
- Removal from a school team or fixture.
- Removing a position of responsibility (e.g. House Captain).

Stage 4 behaviours:

- A verbal reprimand.
- A change of environment/removal from the classroom.
- Expecting work to be completed at home.
- Time out at Break Time/Lunchtime (at the side of the playground).
- Referring the pupil to a senior member of staff (Year Group Leader or SLT).
- Attendance at reflection room.
- Communication with parents.
- Agreeing a behaviour or pastoral support plan.
- Removal from a school team or fixture.
- Removing a position of responsibility (e.g. House Captain).
- Suspension.
- Permanent exclusion.

All misbehaviour will be dealt with as soon as practicable.

In applying consequences, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding and Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Once pupils reach the consequence stage, this is recorded on CPOMs in order for the incidents to be tracked and monitored. Staff should use their knowledge of the pupil, taking into account their age and level of understanding, when deciding if, when and how to use consequences. Adults should consider how best they can encourage a pupil to achieve their best and allow others to do the same. They should consider if consequences have been used previously and what impact they had. This is also relevant for online behaviour and activities.

The School has a confidential central register of all consequences imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

12. Fixed term and permanent exclusion

Our terms and conditions, which all parents sign on their child's acceptance to the school, clearly state that 'a child may be required to leave if, in the opinion of the Principal, his or her progress no longer justifies attendance at the school or his or her influence is damaging to the welfare of other children, or to the Schools' standards or reputation'.

This is in-line with DfE recommendations:

<https://www.gov.uk/government/publications/school-exclusion>

The Principal has the power to exclude a pupil from school. The Principal may exclude a pupil for a fixed period or permanently if the circumstances warrant this following consultation with the school directors.

If the Principal excludes a pupil, the parents will be immediately informed, giving reasons for the exclusion. Parents are reminded of the Complaints Policy published on the School Website. The school informs the parents how to make any such appeal.

The appeals panel would meet to consider an exclusion and would consist of a director, a member of staff who is unfamiliar with the case and an outside third party. They would examine the circumstances in which the pupil was excluded and consider any representation by parents. A decision is then taken whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

13. Physical restraint of pupils

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children:

<http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

14. Confiscation of inappropriate items

Our staff may confiscate items from pupils which are deemed inappropriate or could in some way harm children or adults within the school. The actions we take are in line with DfE (07/2023) recommendations:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

15. Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Policy is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Policy on request.

16. Monitoring and review

The School will record all behavioural incidents and consequences in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHCE/RSE lessons, or amending this policy.

Behavioural and consequences data is monitored and objectively analysed regularly by the SLT.

This policy is reviewed and updated at least annually by the Directors.