



Behaviour Policy

Prep School, including EYFS

V3.0

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1. INTRODUCTION	2
2. CARE OF PUPILS AND PARENTS'/GUARDIANS' AUTHORITY	3
3. DISCIPLINARY ETHOS	3
4. REWARDS IN EYFS AND YEARS 1 AND 2.....	6
5. REWARDS IN YEARS 3 - 6.....	7
8. EXCLUSIONS - INTERNAL, TEMPORARY AND PERMANENT (ALL YEARS).....	9

1. INTRODUCTION

1.1. This policy should be read in conjunction with the;

School Rules

Safeguarding and Child Protection Policy

Teaching and Learning Policy

Searches, Contact and Reasonable Force Policy

Anti-Bullying Policy

Online Policy

Educational Visits Policy

Appeal against Exclusion Policy

Responsible Use Policy

Entry Acceptance Form

1.2. The ethos and principles upon which the School is run are reflected in the Behaviour Policy and School Rules, which are reviewed annually. A copy of the rules is provided to all parents and pupils at the start of each Michaelmas Term. Forest School promotes positive behaviour and relationships, and this policy sets out the ways in which this is done.

1.3. Underlying principles are also to be found in the policies concerning access, attendance, admissions and retention, equal opportunities, behaviour in the School community, the School's use of rewards and sanctions, the use of force to control or restrain pupils, drugs and prohibited substances.

1.4. Forest School recognises that good and bad behaviour happens within a context, and in particular looks for reasons why there might be a pattern of poor behaviour relating to one or more pupils. We feel that this is important to understand the context and be able to put in place the most appropriate support and other measures which may include sanctions.

- 1.5. We are mindful of our duties under the Equality Act 2010 when considering the context of a pupil's behaviour. On occasion, behavioural issues might give cause to suspect that a child is suffering or likely to suffer harm, and the Policy is therefore linked to the School's Safeguarding and Child Protection Policy.
- 1.6. Corporal punishment is forbidden by law. A teacher is not allowed to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.
- 1.7. This policy has regard for the non-statutory advice 2016 — the Department for Education.
- 1.8. All staff must report any physical restraint on a pupil to the DSL and an entry must be made onto CPOMS. For more information on physical restraint please refer to the Searches, Contact and Reasonable Force Policy on the staff intranet under policies.

2. CARE OF PUPILS AND PARENTS'/GUARDIANS' AUTHORITY

- 2.1. Upon signing the Entry Acceptance Form, parents authorise the Warden and staff to whom the supervision of pupils has been delegated while in loco parentis to take and/or authorise in good faith all decisions that safeguard and promote the proper welfare and education of the pupil. Parents' consent to such physical contact as may be lawful, appropriate and proper for teaching or to provide comfort to a pupil in distress or to maintain safety and good order. Corporal punishment is not used. Parents also consent to emergency medical treatment where certified by a doctor or the School's medical staff to be necessary for the safety of a pupil and if a parent cannot be contacted in time.

3. DISCIPLINARY ETHOS

- 3.1. This policy is designed to assist all members of the Pre-Prep and Prep School community: staff, pupils and parents to fulfil the aims of the school in creating an atmosphere of mutual respect and understanding. We believe that children learn best when they are clear about exactly what they are expected to do and when they are continually and consistently encouraged to do it. Therefore, it is important that everyone who comes in to contact with our pupils has a shared understanding of our behaviour management procedures.
- 3.2. It is the school's intention that all our pupils' achievements, including excellent conduct, should be consistently recognised, praised and celebrated. Equally, all pupils benefit from clearly marked boundaries and expectations. Our written policy reflects this approach and we balance discipline and sanctions with a strong commitment to encouraging and rewarding positive behaviour.

3.3. When implementing the Behaviour Policy, consideration is given to the individual needs (academic, physical, behavioural and emotional) of the pupils and reasonable adjustments are made. Staff should consult Pupil Passports, Behaviour Plans and the Learning Support register (where appropriate) for more information in accordance with the Equality Act 2010.

3.4. A record of sanctions (reflections, detentions and exclusions) given to pupils is stored electronically within the Prep School Office. This document is monitored by the Deputy Head Pastoral (Prep).

3.4.1. Our Values:

3.4.2. Pupils are expected to:

- a) Share and celebrate successes of themselves, peers and the school community
- b) Assume responsibility for their own work and actions
- c) Address adults appropriately, respond politely, listen to others and take turns
- d) Respect others' opinions, differences, personal property and workspace
- e) Have consideration for their own safety and the safety of others
- f) Be caring, honest and fair
- g) Respect school property
- h) Be well-presented and wear their school uniform with pride

3.4.3. Staff are expected to:

Set an example of respect, kindness and good manners

- a) Promote and reward personal responsibility and initiative
- b) Create a stimulating, yet safe environment in classrooms and around school
- c) Establish class routines that are understood and respected
- d) Provide supportive pastoral care, responding quickly to the needs of individuals
- e) Praise pupils who behave well, produce good work and who work within our expectations in accordance with our rewards policy
- f) Liaise, as appropriate, with the Deputy Head Pastoral (Prep) regarding pupil matters
- g) Communicate regularly with parents to inform them of their child's successes
- h) Inform parents quickly and sensitively regarding any pastoral or behavioural matters
- i) Offer an 'open door' policy to parents and pupils wishing to discuss any concerns

3.5. Organisation

3.5.1. Our Golden Rules are displayed in each classroom and are printed in pupil planners. Children are regularly reminded of the Golden Rules and it is referred to by staff as appropriate. If a pupil has fallen short of our expectations, a member of staff may ask, 'which of our Golden Rules have you broken?'

3.5.2. Our Forest Learner Characteristics are also displayed in each classroom and printed in pupil planners. These set out the twelve learning characteristics we would like all pupils

to acquire during their time at Forest Prep School. These are referred to when discussing expectations of behaviour.

3.5.3. Assemblies provide an important forum for reinforcing values and celebrating achievement. The Prep and Pre-Prep schools have a regular 'Celebration Assembly' to commend the achievements of our pupils both in and out of school, where certificates, badges or other rewards are presented.

- a) Our expectations are also communicated to pupils during our weekly PDC form time, Chapel service, for Years 2-6, and through PSED and PSHEE lessons throughout the Prep School
- b) A system of rewards is used throughout the School
- c) A system of sanctions is also used throughout the School
- d) The Deputy Head Pastoral (Prep) shares concerns over individual pupils formally during weekly staff briefings, phase meetings or TEAMS posts
- e) The Pupil Parliament involves pupils in decision making and is a forum for the discussion of school issues
- f) The House system rewards the collaborative effort of Houses at the end of term with the opportunity to be awarded trophies for achievement, success, good conduct and effort
- g) The Deputy Head Pastoral (Prep), who is also DSL for the Preparatory School, oversees pupils throughout their time in the Prep School and provides additional support, as necessary, to form teachers, pupils and parents

3.6. Pre-Prep Department, including EYFS

3.6.1. The personal, spiritual, moral and social development of our pupils is nurtured in our Pre-Prep department where pupils begin to understand and act in accordance with our school's values.

3.6.2. The growth a pupil makes in their social and personal development is as warmly rewarded as is academic progress.

3.6.3. The emphasis is firmly on a culture of praise and the celebration of achievement. This is evident through our clear reward systems and weekly Assemblies that celebrate our pupils. At the end of the year, Prize-Giving celebrates our pupils' achievements.

3.6.4. Adaptations to our systems can be made to help reinforce positive behaviour for classes, groups of pupils and individuals. These include daily check-ins, class marble systems and positive behaviour plans.

3.6.5. There may be times when a pupil needs particular guidance in order to help them be their best self. The form teacher or Head of Pre-Prep may request parents or guardians to come into school to discuss how to work together to achieve improvement and change.

4. REWARDS IN EYFS AND YEARS 1 AND 2

4.1. Stickers reward all the qualities desired from our pupils. These are awarded when a pupil has met or exceeded our expectations and demonstrated exemplary behaviour. Stickers are awarded for:

- a) Kindness
- b) Persistent good behaviour
- c) Excellent manners
- d) Reaching a set target for behaviour
- e) Honesty
- f) Accurate work
- g) Excellent presentation
- h) Good effort
- i) Making a particular improvement or meeting a target
- j) Following class rules

4.2. Stickers may also be awarded for recognising excellent personal development e.g.:

- a) Changing quickly
- b) Taking responsibility for belongings
- c) Listening well

4.3. Certificates are awarded at House Meetings when a pupil reaches ten stickers, or multiples of ten thereafter. These are recorded in the weekly newsletter, The Gloucester.

4.4. In each of our EYFS classes one pupil in turn is awarded Star of the Week by the form teacher. These reflect our Forest Learner characteristics and may be awarded for academic or personal progress that is of particular significance. Star badges are pinned on to uniform and certificates are presented during Celebration Assembly. These are recorded in the weekly newsletter, the Gloucester.

4.5. 'WOW' — Wonderful Outstanding Work certificates are awarded to pupils in Years 1 and 2 for excellent work, which reflect our Forest Learner characteristics. Certificates are presented during Celebration Assembly and work, where possible, will be displayed. These are recorded in the weekly newsletter, The Gloucester.

4.6. Golden Time is a reward for pupils in Year 1 and 2. Golden Time is non-directed time that pupils may use to read a book; play a board game; draw a picture or any other appropriate unstructured activity within the classroom.

5. REWARDS IN YEARS 3 - 6

5.1. Merits reward the personal and social qualities desired from our pupils. These are awarded when a pupil has met or exceeded our expectations and demonstrated exemplary behaviour. They are recorded in Prep Diaries.

Merits are awarded for:

- a) Kindness
- b) Good behaviour
- c) Excellent manners
- d) A demonstration of integrity
- e) Being well-organised
- f) Reaching a set target for behaviour
- g) Honesty
- h) Smart, tidy appearance
- i) Positive contribution to school life

This list is not exhaustive but offers some examples.

5.2. Merit Certificates, awarded for 10 Merits and other multiples of 10, are presented in House Meetings and are recorded in our weekly newsletter, The Gloucester.

5.3. Stars reward excellent work, achievement or effort. Stars are recorded in Prep Diaries and contribute to the House Work Cup awarded to the House with the highest number of stars that term. Stars are awarded for:

- a) Accurate work
- b) Excellent presentation
- c) Good effort

5.4. Commendation Certificates are awarded for pieces of exceptional work, significant contribution to school life, examples of excellent citizenship or other noteworthy achievement. These too, reflect our Forest Learner characteristics. These are awarded during Celebration Assembly and are recorded in The Gloucester.

5.5. The Inter-House Cup is awarded at end of term for the collective achievements of the winning House.

6. SANCTIONS IN EYFS AND YEAR 1 AND 2

6.1. A traffic light system is used to help pupils make the right choices about their behaviour. Form teachers will spend time talking with pupils about the types of behaviour we do ('start behaviours'), and do not ('stop' behaviours), expected in school. If a pupil behaves inappropriately, the teacher may say 'that's 1', letting the child know quietly and calmly that their behaviour is unacceptable. If poor behaviour persists, the teacher may say 'that's 2'. If a pupil reaches '3', then they will have a short 'time-out' period before re-joining the class. By counting in this way, the pupil has more than one opportunity to recognise and reflect upon their behaviour and modify it.

6.2. Reflection Times: If a pupil's poor behaviour persists, they will be sent for a guided reflection time, which is restorative in nature, with the Head of the Pre-Prep or the Deputy Head Pastoral. Reflections will be recorded and parents will be notified.

6.3. After-school detention: detentions may also be given to pupils whose behaviour is deemed by the Head of Pre-Prep to be of a sufficiently serious nature to warrant this sanction. Detentions will be 30 minutes long, with a follow-up conversation with parents. Parents will be informed by email of a detention at least 48 hours prior to the event. Acknowledgement slips must be returned.

7. SANCTIONS IN YEARS 3-6

7.1. Demerits are the sanction for poor behaviour or manners. They are recorded in the Prep Diaries and MUST be signed by a parent.

7.2. Demerits may be awarded for serious misbehaviour such as:

- a) Persistent talking in class
- b) Answering back
- c) Cheating
- d) Dishonesty
- e) Late homework without explanation
- f) Running around the school site
- g) Bad language
- h) Unkindness to others
- i) Vandalism or graffiti to school property or another's personal property
- j) Physical behaviour towards others

This list is non-exhaustive but offers some examples.

7.3. At the teacher's discretion, a demerit warning may be given. This gives the pupil the opportunity to identify and reflect upon unacceptable behaviour and the chance to modify it. Demerits expire at the end of each term.

7.4. Detention

7.4.1. If a pupil receives three demerits within one half term, then they will serve an after-school detention with the Deputy Head Pastoral (Prep) or other member of the Prep School Leadership Team. This will be an opportunity for the pupil to reflect upon their behaviour and consider appropriate pathways forward. Detentions are restorative in nature, not punitive.

7.4.2. Detentions may also be given to pupils whose behaviour in a single instance is deemed by the Deputy Head Pastoral (Prep) to be of a sufficiently serious nature to warrant this sanction.

7.4.3. In all cases, parents will be informed by email of a detention at least 48 hours prior to the event. Acknowledgement slips must be returned.

8. EXCLUSIONS - INTERNAL, TEMPORARY AND PERMANENT (ALL YEARS)

8.1. Internal Exclusion

8.1.1. The Head of the Preparatory School may internally exclude a pupil for a half or whole-day period for serious offences that fall between the threshold of Detention and Temporary Exclusion. This will be supervised by a member of the Prep School Leadership Team and this will be a further opportunity for a pupil to reflect on the behaviour which merited the sanction. A pupil can only serve one whole-day Internal Exclusion in an academic year. A more serious sanction would be applied, should the behaviour(s) continue.

8.1.2 In all cases, parents will be informed by email of an exclusion at least 48 hours prior to the event. Acknowledgement slips must be returned. However, given individual circumstances, it may be necessary to hold the sanction as soon as possible, as waiting for 48 hours may not be in the best interest of the pupil. In such cases, parents must be informed by phone call. After the exclusion, a follow-up conversation with parents will occur to discuss what was covered during this time.

8.2. Temporary exclusion

8.2.1. The Head of the Preparatory School may temporarily exclude a pupil for serious offences or a complete failure to adhere to the School Rules and normal sanctions. Any individual pupil who accrues a third temporary exclusion during their time at Forest will automatically attend a determination meeting with the Warden and may be subject to permanent exclusion. This does not preclude a determination meeting prior to a third temporary exclusion if the Warden decides it should occur.

8.2.2. The Head of the Preparatory School will decide whether the behaviour should require a determination meeting.

8.2.3. The Deputy Head Pastoral (Prep) will normally carry out a detailed investigation, assemble the facts and discuss them with the Head of the Preparatory School. The investigation may involve taking verbal and/or written evidence from pupils, staff and others, where appropriate and gathering all the evidence; recording in note form the interview with the pupil concerned to establish their version of events.

8.2.4. The Head of the Preparatory School and the Deputy Head Pastoral (Prep) will decide on the appropriate sanction and the length of any Temporary Exclusion. The Warden will be informed. Appropriate support will be given to the pupil on re-admission to the School.

8.3. Permanent Exclusion

8.3.1. When the School believes it is in the best interest of a pupil and/or the School community, the pupil will be excluded.

8.3.2. The following offences may result in the permanent exclusion of a pupil (the list is not exhaustive but serves as a guide):

- a) Involvement with, supplying or buying drugs or other prohibited substances. (Please refer to Substance Education and Management Policy)
- b) Theft*
- c) Violent Behaviour*
- d) Repeated Temporary Exclusions
- e) Behaviour which threatens the safety of others
- f) Breach of behavioural or attendance contract
- g) Malicious allegations against staff
- h) Having run the full gambit of school sanctions
- i) Bringing the School into disrepute

*Forest School will consider all aspects of the case, on a case-by-case basis. The context of the case will be taken into account, degree of remorse shown and/or remedial measures taken, damage to the School community and motives. It should also be noted that permanent exclusion may be imposed after a first offence and that the offences considered under this policy may have taken place on or of the School premises.

8.3.3. Committing a criminal act or any serious misconduct which affects the welfare of members of the School Community or brings the School into disrepute will lead to temporary or permanent exclusion.

8.3.4. The Senior Deputy Head of the Preparatory School will take overall responsibility for all aspects of the investigation. The process leading to Permanent Exclusion is as follows:

8.3.5. The Senior Deputy Head of the Preparatory School and the Deputy Head Pastoral (Prep) will carry out a detailed investigation. The investigation will involve obtaining evidence and ascertaining the version of events from the pupil under investigation. There will be a written record of all meetings. Once sufficient information has been obtained, the parents of the pupil will be informed that an investigation is taking place and why.

8.3.6. At this stage the Senior Deputy Head of the Preparatory School will involve the Head of the Preparatory School fully, who will provide a recommendation to the Warden about next steps. The Warden may decide to seek advice from external agencies including Local Authority Designated Officer and/or separate legal advice, If the Warden believes that

Permanent Exclusion is a possibility, he will ask the parents and the pupil to attend a Determination Meeting to be held within five (5) days of the request being made. At this stage, the pupil will be sent home from school until they have attended the Determination Meeting with their parents. This is not a sanction in itself but is necessary to enable further investigation and for all necessary information to be gathered.

8.3.7. The Determination Meeting will be chaired by the Warden and, usually, the Head of the Preparatory School and the Deputy Head Pastoral (Prep) will attend. At the Determination Meeting, the Warden will very clearly explain the situation and the rationale for the meeting. S/he will want to hear the established version of events. Thereafter, the Warden will make reference to relevant policies and will want to hear submissions from the pupil and the parents. No final decision need be taken by any party at the meeting. The Warden will communicate in writing his/her final decision to the parents within 24 hours of the meeting. If the Warden decides to permanently exclude the pupil, s/he will also inform the Chair of Governors.

8.3.8. If parents wish to appeal the decision, they should refer to the Appeal against Exclusion Procedure located on the website.

8.3.9. The relevant Local Authority will be informed if a decision to permanently exclude a pupil is made.

9. POLICE INVOLVEMENT

9.1. In line with guidance received from the Police, regardless of how the Police become involved (witnessed, informed in advance, parent contact, pupil contact or school contact) the School will operate its own policies and procedures outside of the police investigation, unless informed specifically not to, by them.

- 9.2. The school will investigate in accordance with the School Rules and make its own judgement. The police investigate any criminal act.
- 9.3. The School may sanction, temporarily or permanently exclude a pupil for breaches, in line with the School's standards set out above.
- 9.4. In such cases, the Designated Safeguarding Lead of the Preparatory School will work closely and in liaison with the Police in regard to Safeguarding matters.

IO.APPEALS

- 10.1. Parents of any pupil permanently excluded by the Warden would be informed of their right of appeal to the School Governors according to the Appeal against Exclusion Procedure, a copy of which is available on the website.
- 10.2. Forest School is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the Equality Act 2010. Further details are available in the School's Equal Opportunity Policy for Pupils