

Bancroft's Preparatory School

Our Behaviour Policy

Introduction

We aim to foster a safe and caring environment at Bancroft's Prep School where all our children are happy and able to thrive. We also want our school to be a place where our staff are happy and fulfilled in their work. Our Behaviour Policy and procedures are designed to help us meet these goals. They seek to promote good behaviour rather than simply deter antisocial behaviour.

All around Bancroft's Prep School, our "3 ½ School Rules" are much in evidence:



Our 3 ½ School Rules

Everyone has the right to be happy.

Respect other people and their property.

Use your common sense.

If in doubt, ask.

These are the "headline" rules that we present to our children through assemblies, Form Times and PSHEE lessons. They provide a clear message that we wish to see happy, self-reliant pupils who are thoughtful in their dealings with others and who, whilst they are encouraged to use their initiative, are not afraid to ask for help.

The promotion of good discipline is always a team effort in a school. It is important that all members of staff have a positive outlook, looking to praise children who are behaving well, but also seeking to correct the behaviour of those who are not. An environment which encourages good behaviour is best achieved

when members of staff have developed good relationships with the children and have a high profile around school.

Guidelines for all adults for good relationships with children

Here is a set of guidelines for all adults within the school to foster good relationships with children. We have included this, as we believe that developing positive relationships is a two-way process and adults should be as considerate in their responses to children as we expect them to be to us and to each other. We should:

- Be good role-models ourselves.
- Catch them being good.
- Praise and reinforce good behaviour.
- Explain why the behaviour was pleasing.
- Be sensitive to individualities.
- Be good listeners in both formal and informal situations.
- Treat all children fairly and equally.
- Be friendly and approachable.
- Standardise routines and procedures and make sure the children are familiar with them.
- Give gentle and regular reminders of agreed rules, procedures and expectations.
- Focus on the positive aspect of a behaviour (e.g. 'We walk in school' rather than 'Don't run!').
- Smile and be willing to chat to the children so they feel valued and know that we are people to whom they can turn.
- Respond quickly to incidents and situations.
- Use positive intervention as early as possible to prevent tensions becoming a crisis.
- Allow children to explain themselves before making judgements or acting on hearsay.
- Stay calm at all times to convey authority and effectiveness.
- Give them a chance to apologise and put things right.
- Show children that we understand their concerns and difficulties and that we are there to help them.
- Give praise frequently and appropriately.
- Use a variety of agreed rewards.
- Be fair and constructive with criticisms and sanctions.
- Some incidents may be best ignored, but not the underlying causes.
- Think before responding.

- Help a child to back out of an awkward situation by encouraging an apology or retraction of a statement.
- Admit when we don't know something.
- Say sorry if we have made a mistake or been unfair.
- Do not use sarcasm or humiliation as children feel belittled and this leads to resentment.
- A raised or commanding voice may be necessary sometimes but try to avoid shouting.
- Avoid giving children negative labels such as 'naughty', 'arrogant' or 'stupid', as these stick and children then act up to them.
- Tell children when and why their behaviour is unacceptable.
- Be aware that bragging or bullying often mask low self-esteem.
- Watch out for lonely or isolated children and try to involve them.

Behaviour in children we wish to encourage

- Being happy, capable and confident.
- Resilience and perseverance.
- Self-respect, self-discipline, self-awareness.
- Politeness and courtesy to everyone.
- A gentle, caring attitude.
- Thoughtfulness towards the needs and wishes of others.
- Care and respect for the whole school environment and property.
- Helpfulness, kindness.
- Following instructions.
- Personal and collective responsibility.
- Low noise levels where this is desirable.
- Walking when inside the building.
- Moving carefully around the playground.
- Thinking ahead about consequences of games, activities and actions.
- Listening to other people's views and opinions.
- Involving other children within their own friendship groups – being a friend
- Sympathy and empathy.
- Being able to say sorry and being prepared to admit when in the wrong.
- Praising and encouraging each other.
- Appreciating and tolerating differences between people.
- Sharing and cooperating together.
- Being reflective.
- Being honest, open and truthful.
- Being able to state their point of view/feelings
- Giving a chance, and another chance, to others.

Behaviour we wish to discourage

- All forms of bullying.
- Deliberate physical attacks meant to hurt.
- Verbal attacks, such as name calling.
- Racist remarks.
- Electronic forms of abuse, such as messages sent via e-mail.
- Inappropriate language.
- Taunting and provocation.
- Spoiling the work, activities, games and property of other children.
- Deliberate damage of school property / environment.
- Intimidation, by physical, emotional or verbal means.
- Calculated harassments and retaliations.
- Excluding others deliberately to be unkind.
- Seeking attention by negative means/behaviours.

Behaviour Management

The management of behaviour is the responsibility of all members of staff throughout the School. The implementation of our Behaviour Policy is overseen by the Prep Head and the Deputy Head, Pastoral to whom members of staff may refer for support, guidance or assistance.

Our Bancroft's Prep School Code of Conduct 'walks' children through a day at school and reminds them of how we expect them to be. The Code is in classrooms and other teaching areas and is discussed with the children in assemblies, Personal Development lessons and form times.

Bancroft's Prep School Code of Conduct



It's a new day and I'm ready for it! I come into School positively. I greet the children who I meet, my teachers and other school staff. I move sensibly around our building. I look smart and I am dressed correctly. I have the right equipment and kit for my lessons and activities.

I am silent in assembly unless I am singing, when I try to raise the roof! I'm on time for lessons and ready for them to begin - eyes on my teacher, listening carefully, hands empty, sitting still, brain engaged!

I put up my hand to speak, I take my turn. I do not talk over other children or my teachers. I work well on my own and in groups. I encourage others. I take pride in my work and always do my best. I love a challenge!

At break-times I go outside to play and I play nicely! When I change for Games, PE, swimming and other activities, I do so quickly and sensibly. I have great table manners!

I am resilient when things go wrong. I learn from my mistakes and try my hardest to put them right. I use my common sense but I am not afraid to ask for help from my teachers or other adults.

I am kind and polite. I say 'please' and 'thank you'. I offer to help other children and staff without being asked. I help to keep our school tidy, calm, safe and happy.

When it's time to go home I wait sensibly until I am collected. I reflect on the good things that have happened and the things I can improve. Tomorrow is another day and I aim to be ready for it!

I know it is a privilege to be a Bancroftian. My school gives me lots of opportunities to grow and to have fun, both in the classroom and outside the classroom. I want to give a lot back to my school and all the people in it.

Rewards

The first priority for all staff is to focus attention on good behaviour and to give children praise and encouragement. We reward good behaviour as we believe this will develop an ethos of kindness and co-operation. Children who follow the Code of Conduct and demonstrate other desirable behaviours can be rewarded with **Green Credits** - these are also awarded for good work. Towards the end of the year, the sixteen children in each year group with the most credits are taken on a fun outing.

Class teachers also award **Star of the Week** badges in the relevant house colours to children who have come to their attention for positive reasons. The Stars of the Week are announced in Friday assemblies, the names are displayed on a prominent notice board and the children wear the badge throughout the following week.

Class teachers discuss our rules, expectations and values in PSHEE and in Form Time; they are also reinforced in phase assemblies and whole school assemblies.

Sanctions

There will, of course, be times when children fall short of the standards of behaviour we expect from them. Examples of 'low level' disruption or less than desirable behaviours are noted with an **Orange Slip** - for example running instead of walking on a corridor. Essentially orange slips can be viewed as helpful feedback! They are designed to move children back to the 'green behaviour' which should be the desirable norm. Unless they accumulate, they should not be seen as being as serious as the **Red Warning Slips** which we tend to hand out infrequently. If children accrue five Orange Slips they will be spoken to formally by their Class Teacher. If they receive ten, their parents will be contacted. Should they receive fifteen, their parents will be asked to come in for a meeting with the Prep Head or the Deputy Head, Pastoral to discuss the child's behaviour and how it can best be resolved by the School and home working in partnership. Often Orange Slips accrue for repeated behaviours - such as not having the right kit or not handing in homework - and so can flag up areas where a child needs support. Slips are recorded centrally on the School's electronic management system, iSams. The Deputy Head, Pastoral and the Prep Head monitor these records and intervene as appropriate.

Playtime

Instances of undesirable behaviour may often occur at playtime, which is why we believe it important for teaching staff to have a profile around the building and school grounds during breaks and lunchtime. Issues should be dealt with there and then by the member of teaching staff or support staff who encounters them. **Time-out** from playtime for a number of minutes may be appropriate- staff should use their judgement based on the age of the child and the behaviour in question. Children should be asked to stand at the side of the play area and reflect on what they have been doing that is undesirable. An Orange Slip should also be given.

Red Warning Slips

At the Prep School, we give out **Red Warning Slips** for more serious acts of misbehaviour such as fighting, deliberate property damage etc. Red Warning Slips should not be given out too readily to avoid diminishing their effect. Red Warning Slips are recorded on iSams. Our **Disciplinary Scale** sets out what happens next.

The Disciplinary Scale

The following scale details the steps which will be taken should a pupil persist with unacceptable behaviour. There follow some examples of where single incidents of a more serious nature might enter the Scale. Humiliating or degrading punishments will not be used.

1. Minor instances of undesirable behaviour, both in and out of the classroom will be dealt with by the member of staff involved. This will include a verbal reminder to the pupil of the required behaviour and, where the member of staff deems appropriate, an Orange Slip.
2. Repeated "low level" misdemeanours and an accumulation of five Orange Slips will be dealt with by the Class Teacher. Corrective advice is given to the pupil and the consequences of continued poor behaviour are discussed (i.e. the following escalation).
3. Ten Orange Slips will result in parents being contacted so that the child can see that school and home are working in partnership to ensure the child behaves appropriately.

4. Should fifteen Orange Slips be accumulated by a child, the Deputy Head, Pastoral or Prep Head will ask parents to come in for a meeting to discuss the situation and how it can best be resolved.
5. A Red Warning Slip results in the child being referred to the Deputy Head, Pastoral and/or Prep Head. The Deputy Head, Pastoral and / or Prep Head will probably decide to talk to the child's parents at this stage.
6. If there is not sufficient improvement in the pupil's behaviour the Prep Head will suspend the pupil from the School for a brief period of time.
7. If, on return to the School, the unacceptable behaviours are still evident, then parents will once again be asked to the School for a meeting with the Prep Head where it is possible that the pupil will be asked to leave the School permanently.

Examples of where a single incident might enter the scale higher than Point 1.

Point 5

Overt rudeness to an adult.
Fighting.
Offensive language.

Point 6

Stealing.
Deliberate act of vandalism
Racist behaviour

We believe strongly that **Parents and Guardians** should take a share in the responsibility for the behaviour of their children. They are encouraged to work in partnership with the School to help us maintain high standards and will have the opportunity to raise with the School any issues arising from the operation of our Behaviour Policy.

Pupils are expected to take responsibility for their own behaviour and are made aware of our Behaviour Policy and our expectations. We make clear to them the high standards of behaviour we expect through their PSHEE lessons, Form Time, assemblies and through the example set by older pupils and members of Staff. Pupils will be told that they have a responsibility to ensure that incidents of violence, bullying and any form of harassment are reported.

Physical Force The use of physical force, corporal punishment or intimidation towards pupils is not permitted. Where physical restraint is needed- breaking up a fight, controlling an hysterical child – staff should endeavour to ensure that two adults are present and should make a written record of the incident. This should be filed in the child's records in the Prep Office and the Prep Head should be informed.

We are determined to ensure high standards of behaviour at Bancroft's Prep School. We are very proud of the frequent compliments our children receive when they are away on school trips or when visitors come to see us. We believe that by a consistent and fair-minded approach to sanctions and rewards we will maintain the happy, caring environment that exists in our school.

Appendix to Prep School Behaviour Policy

Prohibited items/Searching and Confiscation

The Department for Education has issued guidelines to all schools- primary and secondary- about items that are banned from school premises.

The list of prohibited items is:

- *knives and weapons;*
- *alcohol;*
- *illegal drugs;*
- *stolen items;*
- *any article that the member of staff reasonably suspects has been, or is likely to be used:*
 - *to commit an offence, or*
 - *to cause personal injury to, or damage to property of; any person (including the pupil).*
- *tobacco and cigarette papers;*
- *fireworks; and*
- *pornographic images.*

In addition, Bancroft's School bans e-cigarettes or other vaping paraphernalia.

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

Whilst we would not expect any of our pupils to be carrying any of these items we do have regard to the DfE guidance [Searching, screening and confiscation: advice for schools \(DfE, July 2022\)](#) and adopt the whole school approach to searching and confiscation contained within the Behaviour, Rewards and Sanctions policy available on the School website.

In summary, the Prep School Head, and staff authorised by the Head (or Deputy Head), may search a pupil or a pupils' possessions, with or without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required. If items are "prohibited items" as listed above, the School is not required to seek consent, but the pupil will be asked in any event. Where a pupil is not deemed to have sufficient maturity or understanding or to be fit to give informed consent themselves, then consent will be sought from a parent.

The consent of the pupil must be obtained for searches for items that are not "prohibited items". School staff can confiscate, retain or dispose of any prohibited item found as a result of a search. They can also confiscate, retain or dispose of any item, they consider harmful or detrimental to school discipline.