

Positive Relationships and Behaviour Policy



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Positive Relationships and Behaviour Policy

Aims

Our aims are

A positive relationships and behaviour policy that is:

- focussed on enabling and empowering all members of the Blackheath Prep community to build and maintain positive relationships
- based on a sense of community and shared values
- supported and followed by the whole school community - including pupils, staff, parents and governors
- accessible and easily understood therefore apparent in practice to anyone new to or visiting the school
- aligned with other key school policies
- inclusive and considers the needs of all pupils and staff
- consistent and detailed to ensure meaningful and consistent implementation
- supportive to ensure all pupils are able to meet the School's high standards of behaviour

The purpose of this policy is to:

- make sure that every pupil feels a sense of belonging through a culture that promotes excellent behaviour and a clear vision
- support the whole school community so they can benefit from and make a full contribution to the life of the school
- ensure a safe environment in which all pupils can learn and reach their full potential
- establish an environment where 'good conduct is more likely and poor conduct is less likely' (DFE July 2022)
- uphold our School Values to foster a safe, caring and inclusive atmosphere in which pupil wellbeing and pastoral care is our highest priority so that quality teaching and learning can take place
- reinforce and value good behaviour and special achievements by providing a range of rewards and celebrating successes however big or small
- help resolve behavioural problems in a caring and sympathetic manner, in the expectation of achieving an improvement in behaviour
- facilitate pupils' understanding to bring about a positive change in their own behaviour through reflective discussions

This policy references DfE 'Behaviour in Schools – Advice for headteachers and school staff' (updated October 2022) and should be read in conjunction with the Safeguarding and Child Protection, Anti-Bullying, E-Safety and Exclusion policies.

The School is aware of its duties under the Equality Act 2010 and is committed to upholding the protected characteristics of each member of the school community.

Be Blackheath Prep

Our Expectations – The 3 Learning Behaviours

At Blackheath Prep, all pupils are expected to uphold our school values.



Pupils demonstrate this through following our 3 learning behaviours:

- Be respectful and a good community member
- Be ready and eager to learn
- Show courage and strive to do your best

These expectations apply in all areas of school life, inside and outside school, including:

- the classrooms
- transitions around the school (including on stairs and in corridors)
- during outdoor lessons (including PE) as well as fixtures or tournaments played against other schools
- during playtime and lunchtimes
- during assemblies or large group performances
- trips and residential
- visitors and workshops
- co-curricular activities (such as lunchtime and after school clubs and Late Stay)
- travelling to and from school
- online behaviour including away from school, e.g. Teams, chat groups, social media

To foster a sense of collective responsibility, the pupils are reminded of our learning behaviours by one another and the staff as well as the visual reminders displayed around the school (see Appendix i).

Roles and Responsibilities

We believe every member of the school community is a 'role model' and has a part to play in championing our pupils and supporting our behaviour policy.

All staff

- are required to follow the behaviour policy. This includes teaching, support, playground, kitchen and premises staff.
 - uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships as defined in this policy, so pupils can see examples of good habits and are confident to ask for help when needed.
 - have a responsibility to ensure the pupils' wellbeing and pastoral care is central to our approach in all behaviour matters.
 - have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
 - reward and praise frequently, using our whole school reward system.
 - follow our stepped approach when responding to negative behaviour.
 - challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
 - share concerns about pupil behaviour at the earliest opportunity with their line manager and Assistant Head Pastoral. Any concerns relating to Safeguarding should be reported to the DSL immediately. CPOMS is used to record behaviour concerns to ensure the correct procedures are followed, improvements are monitored, and patterns of behaviour can be tracked to build a wider picture of need if necessary.
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- We believe that a consistent approach to behaviour management across the whole school will ensure clarity and fairness for both pupils and staff.
 - We regularly monitor and review our everyday routines and systems that promote positive behaviour in our classrooms.
 - Teaching staff, including SLT, are highly visible. They are present at the start and end of the school day and during playtimes and lunchtimes, engaging with pupils and parents. They set and maintain the behaviour culture to help create an environment where everyone feels safe and supported.
 - Staff induction of all new teaching staff features behaviour training and behaviour management is a key aspect of the probationary year to ensure a confident and practical understanding of the behaviour policy. Training is aligned with the new Initial Teaching Training (ITT) Core Content Framework and the Early Career Framework (ECT), alongside the National Professional Qualifications.
 - Staff training includes the School's approach to the prevention of bullying, including cyberbullying, prejudice-based and discriminatory bullying, including child-on-child bullying. Staff training and support is represented in our Continued Professional Development cycle and adapted to support individual members of staff who may require more intensive training to help support specific pupil behavioural needs.
 - Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school either as a whole group or individually.
 - Key members of staff responsible for this policy are the Head and Deputy Head, Assistant Head Pastoral, Designated Safeguarding Lead, Head of Prep and Head of Pre-Prep. Behaviour is discussed weekly in safeguarding meetings and weekly in SLT meetings. Governors will meet with the SLT on a regular basis to review and monitor behaviour and any decisions relating to serious behaviour breaches, including suspension and exclusions will be in consultation with Governors.

Pupils

- We believe it is essential for the children to be fully and actively involved in following our behaviour policy.
- Children are taught and reminded that everyone should treat one another with dignity, kindness and respect.
- All children are aware of our expectations, including our 7 School Values and 3 learning behaviours. They know how they are rewarded for good behaviour and understand the importance of special praise and celebration to help motivate and endorse positive behaviour inside and outside of school.
- The pupils are also aware of the consequences of unexpected behaviour. They understand the steps that staff will follow if unexpected behaviour occurs and what they need to do to improve.
- Behaviour is referred to as 'expected' or 'unexpected'. Consequences are discussed as being in response to expected behaviours as well as unexpected behaviours.
- Visual reminders of our consequences are displayed in every classroom and around the school so the system is clear and simple for all children to understand.
- As pupils transition into their new school year group, behaviour expectations and routines are reemphasised, particularly as children move from Nursery to Reception and from the Pre-Prep into the Prep. Elements of the behaviour expectations, systems and routines may be repeated at suitable points throughout the school year.
- Pupil voice is important and valued – children are asked about their experience of behaviour at Blackheath Prep and help by providing feedback on the school's behaviour culture which is used to shape the evaluation, improvement and implementation of this policy.

Parents

- The School is committed to working collaboratively with parents.
- The role of parents is crucial in helping the School to develop and maintain good behaviour.
- Parents are encouraged to read the Positive Relationships and Behaviour policy which is made available on My School Portal and the school website.
- Parents are kept updated by the School about their child's behaviour and they are encouraged to celebrate their child's successes.
- We build a supportive dialogue between the home and the school and inform parents immediately if we have concerns about their child's welfare or behaviour.
- Parents help support the school in responding to behaviour incidents that may take place outside of school, e.g. online behaviour.
- We expect parents to support their child's learning and our Positive Relationships and Behaviour policy, as set out in the Parents' Handbook.
- If parents have any concerns about behaviour incidents, or the way that their child has been treated, they should raise this directly with the School whilst continuing to work in partnership with us by initially contacting the Form Teacher. If the concern remains, they should contact the Head of Pre-Prep or Prep. If the issue is not resolved, parents should contact the Head or Deputy Head and after which, if it remains unresolved, parents can implement the School's formal complaints policy.
- The School is committed to working alongside parents who require support with their child's behaviour at home. This may constitute in discussions about effective strategies used in school, requesting advice from Place2Be, recommending parenting workshops and courses, or signposting external support.

Governors

- The school shares a safeguarding report with the Board termly which highlights any patterns or individual concerns. These are then discussed to inform any necessary policy reform for the year ahead.
- The Governor responsible for safeguarding will be informed of more serious behaviour incidents and the details of consequences.
- During visits to the school, Governors take part in learning walks and take an active interest in the pupils' safety and wellbeing, and how they behave towards one another and themselves.
- Governors have been consulted and have ratified this policy.

External agencies and Place2Be

- The School works in partnership with external agencies including Place2Be to uphold positive behaviour across the school.
- The Assistant Head Pastoral works closely with the Place2Be counsellor and meets on a weekly basis to discuss any pastoral or behaviour issues as well as to monitor and discuss previous concerns.
- Place2Be is committed to representing and supporting the whole school community and communicates effectively with our parents in the best interests of the children.

Equality and Inclusion

a) Meeting individual needs

At Blackheath Prep, we consider how a whole-school approach to behaviour meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community. High expectations are maintained for all pupils and some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and applied fairly and only where necessary. The School rejects a 'one size fits all' approach; staff show a commitment to support individual pupils, taking into account their personal circumstances.

Adjustments are made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations and may be temporary. The school recognises that unexpected behaviour may be symptomatic of underlying needs and that some pupils may need additional support to learn to behave appropriately. The School is aware that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

b) Pupils with SEND

We understand a calm environment often benefits pupils with SEND, enabling them and others to learn.

The graduated approach (assess, plan, do, review) is used with regards to pupils demonstrating behaviours associated with particular types of SEND.

The school acknowledges its duties in respect of the Equality Act 2010 and special needs requirements. The school will ensure appropriate safeguarding and respect of pupils with SEND and will make reasonable adjustments in behaviour management in respect of the understanding and capabilities of each pupil with SEND.

The SENCo and Inclusion Manager and our learning support team are involved in planning and carrying out any programme of behaviour management for a pupil with SEND, whilst keeping parents involved and informed.

c) EYFS

Our EYFS provides a solid foundation to our whole school approach to behaviour at Blackheath Prep. Although Nursery pupils are not assigned to Houses until they start Reception, all other positive rewards and celebrations are replicated in Nursery. Expectations remain high, although language may be adapted owing to the age of the pupils. Consequences are appropriate to the age of the pupils as well as their ability to understand and learn from their behaviour choices. The Head of Pre-Prep and the Head of Nursery works closely with the Head of Prep and Assistant Head Pastoral to ensure our standards remain high and consistent across the school. We believe the children's understanding of positive relationships and positive behaviour starts in the Early Years and this is supported through the Early Learning Goal 'Personal, Social and Emotional Development'.

d) Staff training and engaging with external agencies

Staff are provided with bespoke training on the needs of specific pupils delivered by the SENCo/ Inclusion Manager or sourced externally. The School may engage with experts such as Education Psychologists and other support staff such as counsellors and Mental Health Support Teams, in order to advise the School with effective implementation and design of behaviour plans for pupils who may require additional support.

e) Positive Behaviour Support Plans (PBSPs) for pupils who require additional support

As far as possible, the School will anticipate any likely triggers of misbehaviour and put in place support to prevent these.

Children who have SEND will have individual education plans (IEPs) with reasonable adjustments, strategies and interventions designed to support the student academically and sometimes behaviourally. External agency reports including occupational therapy, speech and language therapy, ed-psych assessments, paediatric and psychiatrist's assessments all help inform IEPs.

If unexpected behaviours are recurrent and show limited improvement despite early classroom support, and IEPs, the SENCo/ Inclusion Manager alongside the AH Pastoral and Head of Prep/Pre-Prep may decide a pupil would benefit from a Positive Behaviour Support Plan. PBSPs highlight the pupils' strengths, what they find easier and harder, what they enjoy and what they don't. It will focus on particular areas of difficulty and triggers to ensure the strategies in place address these specifically as well as ensuring opportunity to celebrate successes.

PBSPs will be shared with all members of staff who work closely with that pupil to ensure a thorough and consistent approach. They are designed to be temporary and as soon as behaviour shows sustained improvement and is of visible benefit to the pupil, these plans may end, but the strategies and support found to be effective may continue for as long as they remain necessary.

Parents are invited to be included in any pastoral work following unexpected behaviour, including attending meetings and reviews regarding specific behaviour interventions in place for their child. Pupils are also involved in discussions during the devising of their PBSP before, during and at the end of this process.

Pupils do not need to have SEND for a plan to be recommended and applied.

Promoting and Celebrating Expected Behaviour

a) Pupil Wellbeing

At Blackheath Prep, pupil wellbeing is of utmost importance. By having simple, clear and well communicated expectations of behaviour, behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on consistency, fairness and trust.

b) Daily Routines

Positive Relationship Building Strategies

We believe in establishing positive relationships with all pupils using a restorative approach focused on actions and next steps.

Effective Learning Environments

At Blackheath Prep, there are high expectations of pupil behaviour. We believe, children are helped to succeed when

- learning takes place in a well-ordered atmosphere where talk is purposeful
- they are responsible for their own learning.
- they show consideration for the welfare and rights of both other children and adults
- they remain on task and are not distracted or distracting others
- they strive to achieve the best results possible
- they bring in the correct equipment (including PE clothes) each day
- they show respect towards each other

At the beginning of each new academic year, pupils will create a Class Charter with their form tutor. These are clearly displayed in each room. All are positive statements and link to our 3 learning behaviours (see part 2).

Teaching Staff base their daily approach to classroom management on the Charlie Taylor behaviour checklist (See Appendix iii; *Getting the simple things right: Charlie Taylor checklist for teachers, DfE 2011*)

Universal Calls for Attention

Across the school, we have universal ways of gaining the pupils' attention using these verbal and non-verbal strategies:

Year Group	Strategy	When used
All	Raise a hand, the children stop and copy in silence (non-verbal)	Classrooms, assemblies, playtimes
Prep	Count down from 5 to 1 (verbal)	Classrooms, paired or individual working
Pre-Prep	Clapping a pattern and the children echo (non-verbal)	For larger groups, e.g. at playtimes, on coaches, during team activities, Think, Pair, Share
All	Using a sound effect (non-verbal)	For noisier activities, e.g. assemblies, drama activities, team and talk tasks

Assemblies

All pupils from Reception to Year 6 attend assemblies on Tuesday, Wednesday and Friday mornings. Children are reminded that the same behaviour expectations apply to assembly time as in the classroom. They are encouraged to listen and participate respectfully as well as celebrate their peers' contributions and achievements.

Children should arrive and exit assembly silently and calmly. Staff will avoid using their voices by communicating with the children non-verbally instead where possible to maintain the calm environment. The children focus on the music or a visual displayed on the screen as they enter and leave assembly to help them focus on the daily theme. Adults present at assemblies will actively engage with pupils during discussion time to reinforced expected behaviours.

Playground

All playground areas are supervised by both the playground team and teaching staff during playtimes. Pupils are not allowed to enter the school building during playtime without asking permission. To ensure calm, orderly and a punctual return to class, and to support the playground team, staff teaching lessons after break time and lunch time, collect the children from the play spaces.

The adults on duty must record all concerns and behaviour incidents on CPOMS. Members of the playground team, report behaviour incidents to form teachers or SLT and have access to CPOMS.

On the playground, pupils are encouraged to:

- be sensitive to and aware of the needs of all pupils and to be aware of any who might be showing bullying behaviours
- include other children in their games and ensure no child is excluded
- treat playground equipment with care
- when the bell is rung at the end of play, tidy away any equipment then line up, as quickly as possible, in their designated area to wait for an adult to lead them back to class.
- share any concerns with an adult on duty

Wet breaktimes

During wet play the children stay in their classrooms with adult supervision.

They are expected to:

- behave in a responsible and safe way
- follow the class code of conduct
- use equipment from the selection available for wet play
- listen to and respond positively to all adults on duty

No child is allowed to stay in a classroom unless accompanied by an adult. Pupils are aware that this is for their own safety.

Lavatories and cloakrooms

Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Pupils must ask permission before going to the lavatories or cloakroom. They should not be unsupervised in cloakrooms during break or lunchtimes.

Behaviour Outside School - School Trips, Off-Site Activities and Clubs

- The Education Act (2011) outlines the responsibility of schools to manage pupils' behaviour outside school, during excursions and the expectation to impose consequences (especially regarding bullying) even when the pupils are out of school and not under the lawful control of school staff.
- All pupils are expected to uphold the high standards of the School when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children. The welfare and safety of all the children in a group is paramount; if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the School may have to exclude a pupil from a trip if there are problems with general behaviour. This would be discussed with relevant members of the pastoral team and parents. In certain circumstances, it may be possible to include a child if the parent accompanies the child. Expectations for pupil behaviour can be found in the Educational Visits policy.
- Behaviour trackers are used in clubs and Late Stay – these indicate exceptional behaviour as well as highlight unexpected behaviour. Pupils are given opportunities to improve their behaviour but if unexpected behaviour continues, parents are made aware so that both home and school can work together to support the child back on track during clubs.
- Clubs are co-curricular activities therefore the school reserves the right to exclude a child if their behaviour continues to be unexpected and/ or disrupts the group as a whole.

c) Pupils as Leaders

For pupil wellbeing, we consider that it is important that praise and rewards should have a considerable emphasis therefore pupils achieve recognition for a positive contribution to school life and demonstrating our school values. Pupils can contribute positively and act as role models by:

- assuming roles of responsibility in their forms, e.g. monitors
- becoming pupil leaders in roles such as Eco Council, Sports Captains, Community Crew, School Council and Choir Captains
- becoming House Captains (Year 6)

d) Our Curriculum: PSHE and Form Time

The Positive Relationships and Behaviour policy is supported in all areas of our curriculum and is especially notable in our PSHE curriculum where Jigsaw is used to help prepare children for life, helping them to know and value who they are and understand how they relate to other people in an ever-changing world.

Form time sessions at the start and end of day, provide valuable opportunities to reinforce positive expectations and messages as well as to help address any form or school wide behaviour issues.

E-Safety and online behaviour expectations are outlined in our E-Safety policy. Staff use a log to report any behaviour incidents linked to online safety.

During remote learning, the school maintains the same expectations of pupils in regard to their behaviour during live sessions and their online conduct, which will be routinely monitored.

e) Positive Praise and Rewards

Praise is the cornerstone of our system and staff offer verbal or written praise to pupils when earned. This includes private and public comments, postcards or emails sent home. Achievement is recognised in assemblies, the award of House Points, in appointments to positions of responsibility and the Year 6 Graduation Ceremony.

It is expected that good standards of behaviour will be encouraged through the consistent application of our school values supported by a balanced combination of rewards and consequences within a positive school ethos. We believe a quiet word of personal praise can be as effective as a larger, more public, reward. Therefore, all staff should aim to:

- recognise and praise good behaviour as it happens.
- be genuine in praise.
- state why they are pleased.

Rewards for good behaviour include:

- Verbal praise from adults (and peers)
- House Points
- Communicating praise to parents via phone calls and written correspondence such as emails or 'Values postcards' home
- Certificates and Celebration Assemblies
- Stickers or stampers
- Awarded and entrusted positions of responsibility
- Whole class, year group or House rewards such as a popular activity
- Individualised rewards for some children with SEND, such as a tailored 'working towards' chart

In addition to the informal rewards and praise that staff will give to pupils in and around the school, we operate the following scheme based on our House System.

House Points

House points will be awarded to reinforce positive attitudes to learning and behaviours which exemplify our school values and 3 learning behaviours. House points can be awarded to pupils by all members of staff, in the classroom, moving around school, during breaktimes, in the dining hall, for co-curricular activities and on trips. The House with the highest number of points within a term will be announced in a whole school assembly at the end of that term and celebrated with a House Tea. Children may also receive a Golden House Point worth 10 house points for demonstrating exceptional behaviour linked to one or more of the school values.

Values 'Star' Certificates

These are awarded weekly to children in our whole school Friday Celebration Assembly. This is to recognise fantastic behaviour and achievement that reflects the school values. Staff will be able to write a brief description of what that pupil has done to earn the certificate. Stars of the Week are invited to join the Head at break time for a special hot/cold drink and 'Star' biscuit.

Club Stars

At the end of each term, Club leaders are invited to choose a club star who will be announced in Celebration Assembly and automatically receive a place in the club of their choice the following term.

Team awards are also given for groups of children who have achieved 'over and above' and demonstrated a strong commitment to community endeavours.

Dealing with Unexpected Behaviour

Although our philosophy on behaviour lies firmly rooted in the endorsement of good behaviour, we recognise that there will be times when children behave in a less positive or unacceptable way; to the pupils we refer to this as 'unexpected behaviour'. Sometimes a pupil's behaviour will be unexpected and pupils need to understand that there are consequences for their behaviour. This involves the use of reasonable and proportionate consequences for disruptive, inappropriate and serious behaviour.

Our children have a right to expect fair and consistently applied consequences for unexpected behaviour and are helped to understand our expectations and a clear distinction between minor and serious infringements of the Behaviour Policy as well as the consequences. See Appendix iv.

a) Safeguarding

The first priority of staff responding to unexpected behaviour is to ensure the safety of pupils and staff and to restore a calm environment.

Staff should be aware that unexpected behaviour could be a sign of a wider safeguarding concern. Staff should also be particularly mindful of pupils with special educational needs. Some behaviour issues may have safeguarding implications for other pupils, for example, in the case of bullying or child on child abuse.

Any safeguarding concerns should be reported to the Designated Safeguarding Lead in accordance with the Safeguarding policy and the procedures set out in that policy should be followed. Pupil's actions may demonstrate that some of their needs are not being met and this may merit further investigation. It may be that the DSL will liaise with external agencies to consider how the educational and welfare needs of the child will be met.

If the unexpected behaviour causes staff to suspect that a pupil is suffering or is likely to suffer harm, as set out in part 1 of 'Keeping Children Safe in Education', the DSL will be consulted by the member of staff dealing with the behaviour. The DSL will consider whether pastoral support, early help intervention or a referral to children's social care is appropriate.

b) Pro-Active Strategies

We also believe it is important that all pupils know with certainty that unexpected behaviour will always be addressed by all members of teaching staff, including teachers and teaching assistants. Members of the wider staff team, such as the playground, premises, visiting music teachers and catering teams are advised to report any behaviour incidents or concerns to form tutors, line managers or a member of the SLT to jointly decide next steps.

The main aim of responding to unexpected behaviour is to maintain the School's culture, restore a calm and safe environment and to prevent the reoccurrence of such behaviour.

Consistent and clear language

Staff follow the principle ‘PIP’ and ‘RIP’ – praise in public and reprimand in private. When addressing unexpected behaviour, it is important not to shame or embarrass pupils therefore staff speak to children individually and away from their peers. On some occasions, it is important that children who have witnessed more serious unexpected behaviour, or have been the recipient of unexpected behaviour from another child, are spoken to about what happened and hear what the adults have done in response. Explaining the consequences and allowing the children to ask questions, allows them to understand they can trust all adults to deal with misbehaviour quickly and fairly.

We believe consistency is key when focussing on pupil behaviour therefore staff use a consistent and clear language when acknowledging positive behaviour as well as addressing misbehaviour. Language choice is positive but assertive.

Staff separate the behaviour from the child so that we are addressing the behaviour not the child, making our response less likely to create a personal and emotional response from both the pupil and staff member.

See Appendix (v)

Verbal reminders and visual prompts

Posters in each classroom and in various public spaces across the school serve to remind the children of our expectations and help prompt them if they are on the verge of demonstrating unexpected behaviour.

See Appendix (i)

De-escalation techniques

Teaching staff use a variety of other de-escalation techniques depending on the needs of the pupil/s involved. Examples of these techniques are found in Appendix (v)

c) Consequences for unexpected behaviour - a stepped approach

Consequences can often be effective deterrents for pupils. All members of the teaching staff can apply these consequences, though they may wish to discuss first with the Form Tutor or Head of Pre-Prep/ Prep and Assistant Head Pastoral/ DSL before responding.

Teaching staff can issue consequences for pupils whose conduct falls below the standard which could be reasonably expected of them. If a pupil demonstrates unexpected behaviour, or fails to follow our 3 learning behaviours (during a school activity on site or off-site during trips or visits), the teaching staff will apply a consequence for that pupil as detailed on our Staff Stepped Approach to Unexpected Behaviours (see Appendix vi) which is simplified in the pupil version (Appendix iv).

Pupils understand the stepped approach and how consequences will follow unexpected behaviour.

Alternative arrangements for consequences can be considered on a case-by-case basis for pupils if the Assistant Head Pastoral and SENCo/Inclusion Manager believes an alternative arrangement would be more effective for that particular pupil based on their personal circumstances and specific needs including SEND. In these situations, the School will be aware of the impact on consistency and perceived fairness when considering any alternative arrangements. See more information in the ‘Equality and Inclusion’ part of this policy.

d) Pupil reflection and resolution

Pupils are supported to understand and follow expectations so when a breach of policy occurs through unexpected behaviour, a reflective conversation or targeted pastoral support will take place to encourage improvement and help to prevent reoccurrence of such behaviour.

Depending on the age of the pupil and the circumstances, pupil reflection and resolution may involve:

- a reflective discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate

- a phone call or meeting with parents

See Appendix (vii) for questions asked during a reflective conversation.

e) Serious behaviour incidents

Harassment and child-on-child abuse

The School is committed to providing pupils with a learning environment free from harassment and ensuring all pupils are treated, and treat others, with dignity and respect.

Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment. Harassment may involve conduct of a sexual nature or it may be motivated by someone's particular characteristics, for instance disability, gender reassignment, race, nationality, religion or sexual orientation. A person may be harassed even if they were not the intended target.

Any pupil who has been harassed or who has witnessed someone else being harassed or has witnessed unexpected behaviour from another pupil should report this to their form teacher or another trusted member of staff.

See Appendix (viii) for 'Need to Talk?' poster which is displayed around the school.

The School will take all reports very seriously and will investigate and act as appropriate and according to its processes. This includes allegations that have taken place away from school or online. Where appropriate, the school will liaise with external agencies such as the police and children's services. Where staff become aware of incidents of harassment or child-on-child abuse this must be reported to the Designated Safeguarding Lead without delay.

Incidents relating to discrimination

Discrimination relates to the unjust or prejudicial treatment of different categories of people, for example on the grounds of ethnicity, age, sex or disability. Any incident of discrimination that is witnessed by or comes to the attention of a member of staff will always be challenged, recorded on secure notes and shared with the Assistant Head Pastoral who will discuss the details and next steps with members of the SLT. Such incidents must never be dismissed as 'banter'.

Incidents of child-on-child abuse, harassment and discrimination will be dealt as detailed in the Safeguarding policy and will likely incur a consequence under this policy depending on the circumstances and seriousness of the incident.

f) Safe Handling - the use of 'reasonable force'

The School recognises there are circumstances when it is appropriate for staff to adopt safe handling and the use of reasonable force to safeguard children. 'Reasonable' in these circumstances means 'using no more force than is needed'. (DFE Behaviour in Schools, updated October 2022).

Teachers have a statutory power to use 'such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do' (DFE) any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves);
- and
- Prejudicing the maintenance of good order and discipline at the school.

Any other member of the school staff may use reasonable force in accordance with common law where they need to protect themselves, or others. The minimum amount of force necessary will be used, depending on the circumstances of the case and school staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

The decision about whether or not to intervene physically is down to the professional judgment of the staff member concerned and must only be acted on by a trained member of staff. When reaching a judgement as to whether the use of physical restraint is appropriate, consideration must be given to:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

If a member of staff is aware a pupil is likely to behave in a way that may require physical control or restraint, it is important that a risk assessment is undertaken, and a planned strategy of response is in place.

When considering using reasonable force, the staff involved will consider the risks, carefully recognising any specific vulnerabilities of the pupil, including SEND, mental health needs and medical conditions.

Key staff within Pre-Prep and Prep are trained to advise, assess and implement safer handling techniques. Only these trained members of staff will actively engage with pupils if required. Where force has been used, the member of staff will immediately inform the DSL, Assistant Head Pastoral and the Head. They will also complete a neutral notification (self-disclosure form) with the full details of the incident. The matter will be fully recorded as soon as possible after the incident has occurred and it is safe to do so. We will inform parents when it has been necessary to use safe handling techniques to protect their child, and may invite them to into school, so that we can, if necessary, agree on or review a plan for managing their child's behaviour, including appropriate use of rewards and consequence.

Any allegations of inappropriate use of force will be investigated as outlined in the school's Safeguarding policy.

g) Suspension and Exclusion

'All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment' – DFE Behaviour in Schools, updated October 2022. Therefore, acts of serious misbehaviour or persistent unexpected behaviour which has not improved following in-school consequences and interventions may result in a child being either internally suspended, receiving a temporary or fixed term suspension or a permanent exclusion. The Head, in consultation with the Deputy Head, Assistant Head Pastoral, DSL and the Governors, will make these decisions.

Details pertaining to suspension and exclusions can be found in the Exclusion policy.

Recording and Reporting

a) Procedures for recording behaviour incidents and actions

All Level 2 and Level 3 behaviour incidents, and persistent Level 1 behaviour incidents, are recorded on CPOMS by the member of staff who dealt with the behaviour (or the Form Tutor). All Level 3 incidents are communicated to parents. Level 1 and 2 incidents will be communicated to parents if they are persistent or inconsistent with the child's age and stage. If behaviour incidents also have a safeguarding concern, the DSL is informed immediately, and this is indicated on the CPOMS log.

Reports to parents on their child's behaviour may be communicated by:

- e-mail
- daily verbal reports in person or by phone
- comments in home-school book
- written reports such as a behaviour support plan where appropriate
- parent/teacher meetings

Following any incident, the pupil will be given the opportunity to discuss, and if they wish record, or have recorded, their feelings and opinions. This record must be completed with the form teacher or a nominated member of the SLT.

Teachers are also committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

b) Reporting processes

Using CPOMS, the SLT can track and monitor all behaviour incidents. This helps to create pictures of any patterns of behaviour and therefore prompt any whole school or year group interventions required.

The school analyses behaviour data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level.

Governors are informed of behaviour reports at termly Board meetings. Reports will indicate areas of unexpected behaviour and evaluate the effectiveness of strategies and systems in place to promote expected behaviour as well as respond to unexpected behaviour. Scrutiny and questions from the Board are encouraged as they help the School to further identify possible factors contributing to behaviour and ensure we meet our duties under the Equality Act 2010.

Data for the behaviour report is collected from the following sources:

- serious behaviour incidents data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- incidents of searching, and confiscation; and
- surveys for staff and pupils on their perceptions and experiences of the school behaviour culture, including PASS (Pupil Attitude to Self and School) survey.

Revisiting and Reviewing

a) Monitoring and Feedback

Monitoring

The Assistant Head Pastoral will monitor the effectiveness of this policy on a regular basis alongside key members of staff, i.e. Deputy Head, Head of Prep, Head of Pre-Prep and SENCo/Inclusion Manager.

The school keeps records of incidents of misbehaviour on CPOMS with references to any safeguarding concerns. The Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

The behaviour culture including all elements of the policy is part of a yearly evaluation cycle which involves all members of the SLT and in connection with the Child Protection and Safeguarding policy. This then informs an annual policy review that is discussed with and approved by Governors.

b) Ongoing training and development

The school is committed to ensuring that staff training is current and helps to provide confidence, consistency and effectiveness across all the staff.

Where appropriate and as the need arises, parent workshops will take place to help parents understand and engage with the systems and strategies in our policy.

c) Stakeholder feedback

Staff, pupils, governors and parents will be surveyed on a regular basis as the policy is reviewed, on their perceptions and experiences of the school behaviour culture.

Legislation

a) Sanctions

DFE Behaviour in Schools, 2022, states that:

'A sanction will be lawful if it satisfies the following three conditions:

- *The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;*
- *The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and*
- *It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.*

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Head may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.'

b) Corporal punishment

Corporal punishment is illegal and forbidden. It cannot be justified in any circumstances. It is never acceptable at Blackheath Prep and any member of staff who uses corporal punishment will be subject to immediate and serious disciplinary action.

c) Searches and confiscation

DFE, School discipline and exclusions:

'The school doesn't need the child's consent to search them if they think they have prohibited items, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

These items can be confiscated.

Legal requirements of a search

There should be 2 members of staff present (one member of SLT) during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as the child. The search witness must also be the same sex as the child if possible. The child must not be asked to remove clothes, other than outer clothing like a coat. The child must always give consent and be told about what is expected of them in advance.

Any items that are confiscated must be recorded on CPOMS and locked in the safe. Parents will be informed and asked to collect the item; it will not be returned to the child. The child will be told about this arrangement and when it will take place.

Author/reviewer responsible:	Deputy Head Assistant Head Pastoral	ISI Document Code:	Behaviour 9a
Reviewed by:	Senior Leadership Team	Date of last review:	July 2023
Authorised by resolution of:	Senior Leadership Team	Date of next review:	July 2024

Document Version	Main Changes	Date	Who
Baseline		November 2022	Deputy Head and Assistant Head Pastoral
2023.1	Clarity on common language – expected/ unexpected/ consequences	July 2023	Deputy Head and Assistant Head Pastoral
	Additional assembly day added		
	Playground Team use of CPOMS		
	Behaviour in clubs and Club Stars		
	Extended form time at the start and end of school day		
Removal of EMR strategies and replacement with restorative conversations.			
2023.2	Updated 'Need to Talk' poster	October 2023	Deputy Head
2024.1	Updated information re clear and consistent language p.12	February 2024	Deputy Head
Distribution list	BP_Resources / Teacher_Resources ISI Website MySchoolPortal Staff Handbook		

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**BLACKHEATH
PREP**

Be Blackheath Prep!

Our 3 learning behaviours are

- 1** Be respectful and a good community member
- 2** Be ready and eager to learn
- 3** Show courage and strive to do your best

When we are behaving as expected...

- Everyone is able to learn and do their best
- Everyone is safe and happy

That's the best reward!

Thank you
for following our
expected behaviour
at Blackheath Prep

How do you know when you're doing well?



Kindness



Curiosity



Freedom



Ambition



Courage



Community



Joy

Appendix ii

*‘Deliberate Botheredness’

Staff apply Paul Dix’s ‘deliberate botheredness’ to their approach to all pupils in order to maintain positive relationships. Examples of this seen in our classrooms are:

- Meeting and greeting the children as they arrive to school or classrooms
- Noticing the unnoticed
- Positive phrasing
- Sharing praise with peers, other teachers and parents
- Demonstrating kindness and compassion through noticing something new about them, asking them about something special that has taken place, investing time in the individual child

(Paul Dix, *‘When the adults change, everything changes’*)

Appendix iii – Checklist for Teachers

Getting the simple things right: Charlie Taylor checklist for teachers, DfE 2011

Classroom

- *Know the names and roles of any adults in class.*
- *Meet and greet pupils when they come into the classroom.*
- *Display the 3 Learning Behaviours in the class - and ensure that the pupils and staff know what they are.*
- *Display the tariff of sanctions (consequences) in class.*
- *Have a system in place to follow through with all sanctions.*
- *Display the tariff of rewards in class.*
- *Have a system in place to follow through with all rewards.*
- *Have a visual timetable clearly on display.*
- *Follow the school behaviour policy.*

Pupils

- *Know the names of children.*
- *Have a plan for children who are likely to find it more difficult to follow behaviour expectations.*
- *Ensure other adults in the class know the plan.*
- *Understand pupils' special needs.*


Teaching








- *Ensure that all resources are prepared in advance.*
- *Praise the behaviour you want to see more of.*
- *Praise children doing the right thing more than criticising those who are doing the wrong thing.*
- *Find reasons to praise the children who struggle with behaviour (might not be the right spot for this if it's not on this checklist)*
- *Make reasonable adaptations/differentiate (see IEPs)*
- *Stay calm.*
- *Have clear routines for transitions and for stopping the class.*
- *Teach children the class routines.*

Parents

- *Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.*

Appendix iv – Unexpected Behaviours

 BLACKHEATH PREP		Unexpected Behaviours
Level	Unexpected Behaviour	Consequences
1	<ul style="list-style-type: none"> Lack of effort, not sharing, accidental unkind words or actions 	<ul style="list-style-type: none"> A reminder of expected behaviour and ‘opportunity’ to make better choices
2	<ul style="list-style-type: none"> Continued unexpected behaviour, teasing, name calling, deliberate rudeness to others, rough play Making others feel unsafe Accidentally damaging property 	<ul style="list-style-type: none"> Time out and a reflective conversation with an adult about how to put things right and make better choices in the future This will happen at the end of a lesson or during break or lunchtime so learning time can continue
3	<ul style="list-style-type: none"> Deliberate hurting of others, offensive comments about gender, race, religion, bad language, bullying, stealing Deliberately damaging property Causing yourself or others to be unsafe Bringing in unexpected items which might cause damage or upset to others 	<ul style="list-style-type: none"> Talk to a Senior Leader about how to move forward A parent meeting, and permanent record of the incident Serious behaviour may lead to a behaviour support plan and a decision will be made about when you may return to class/ school

Appendix v – Scripted Interventions

Paul Dix, 30-second scripted intervention in response to unexpected behaviour.

For example:

“I notice that”

“One of our learning behaviours have not been followed....”

“You have chosen to...”

“Do you remember last week when...?” (refer to something positive here demonstrated by that pupil)


“That is what I need to see today”

“Thank you for listening”

Examples of De-escalation techniques

- Reinforcing the desired behaviour or positive alternative behaviours
- Strategies such as Zones of Regulation or LEAPS – listen, empathise, ask questions, paraphrase, summarise actions for moving forward
- Keeping verbal instructions simple and minimal using a calm tone of voice and clear, direct language
- Acknowledging the pupil’s underlying or expressed emotion and giving time for them to process verbal prompts/ requests
- Problem solving with the pupil to address the cause of the escalation
- Adopting a non-threatening body stance and body language and allow adequate personal space
- Using non-verbal cues
- Providing options (within limits) to help the pupil feel they are still in control of their decisions

Appendix vi – Stepped Approach

 BLACKHEATH PREP		Stepped approach for responding to unexpected behaviour	
	Level 1 Behaviour Low level behaviour	Level 2 Behaviour Mid level behaviour or repeated Level 1 behaviour	Level 3 Behaviour High level behaviour or persistent Level 1 and 2 behaviours
Examples of behaviours	Break/Lunchtime: <ul style="list-style-type: none"> Pushing in the line Not sharing equipment or taking turns Minor arguments Leaving people out /not letting peers play Leaving lunch hall without asking – breach of safety Classroom: <ul style="list-style-type: none"> Incomplete tasks because of lack of effort Calling out or verbal/nonverbal disruptions Distracting others' learning or staff ability to teach Boasting that causes upset to others Using mild rude or unkind words or speaking using a mildly rude tone 	<ul style="list-style-type: none"> Rudeness to other pupils or staff, including name calling, teasing, laughing at peers/adults (not related to Protected Characteristics – see Level 3) Accidental damage to school property through carelessness Physical play Repeated low-level behaviour (Level 1) 	Intentionally harming others by <ul style="list-style-type: none"> Offensive behaviour – physically or verbally towards any of the protected characteristics (age, disability, gender confirmation, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) Threatening behaviour to other children or adults (either verbally or physically) including child-on-child abuse/harassment Deliberate physical violence Intentionally harming others Repeatedly using bad language and offensive language Bullying behaviour Other serious behaviours <ul style="list-style-type: none"> Blackmail Theft Serious breach of safety for themselves or others, e.g. deliberately attempting to leave school without an adult Deliberate damage of school property including vandalism and graffiti Bringing something dangerous into school
Step 1: Actions (How to respond)	1st occurrence: Reminder (verbal or non-verbal as appropriate, refer to the 3 Learning Behaviours and Values) 2nd occurrence: Verbally give a 'opportunity' (warning) reaffirming our expected behaviours 3rd occurrence: Verbally give a last 'opportunity' with a reminder of the consequences If the unexpected behaviour continues past the 3rd reminder, move to Level 2 actions and consequences	Break/Lunchtime: <ul style="list-style-type: none"> Ask pupil to go to Time Out, give the pupils time to reflect using reflection questions, follow up discussion by staff member involved and outcomes shared with form teacher If relevant, support pupil to make amends to the person who's been affected/hurt If continues, speak to form tutor and move to classroom consequences Classroom <ul style="list-style-type: none"> Arrange for pupil to return at break/lunch to meet the member of staff who was present during the Level 2 behaviour (this conversation should not take place publicly) Investigate details of the incident further with other named individuals if necessary If relevant, support pupil to make amends to the person who's been affected/hurt Arrange time to check back in with pupil to discuss what's happened since the reflective conversation 	Break/Lunchtime: <ul style="list-style-type: none"> Arrange for another member of staff to support other pupils while staff member escorts child off playground/field and calls SLT. Or call SLT to support the child in making their way safely into the main school building. Make detailed notes of the incident and share with form tutor/SLT as soon as possible Classroom: <ul style="list-style-type: none"> Call a member of the SLT to come to classroom or depending on the child and their circumstances, bring the child out of the situation calmly and safely to the main school building to meet a member of the SLT Make detailed notes of the incident on CPOMS and share with the member of SLT helping to deal with the incident. Ensure a full picture has been gathered from all other staff/pupils involved, e.g. help support with pupil/staff interviews/witnesses/bystanders, and take detailed notes
Step 2: Consequences (Outcomes for the unexpected behaviours)	Verbal or non-verbal reminders Reinforce expectations to groups/individuals	Break/Lunchtime: <ul style="list-style-type: none"> Time Out bench (first occurrence, after 2nd occurrence refer below) including reflection conversation (see detail below) Classroom: <ul style="list-style-type: none"> The member of staff leading the reflective conversation with the pupil may ask questions such as <ul style="list-style-type: none"> Tell me what happened? What were you thinking at the time? How were you feeling at the time? What have you thought since it happened? How are you feeling now? Who has been affected by what happened? In what way? What do you think needs to happen next? Community service where appropriate as part of making amends, e.g. tidying the classroom after causing a mess or damage to property Agreed method of making amends with any pupils/staff affected – support and followed up by member of staff present during the incident Catch Up time – if related to lost learning or poor outcomes 	Ensure all involved needs' are met by one or some of the following: <ul style="list-style-type: none"> Reflective conversation between pupil, member of SLT and member of staff who was present during the incident, if appropriate Agreed method of making amends with any pupils/staff affected – support and followed up by member of staff present during the incident Formal meeting with parent/s or guardians Behaviour on record – CPOMS Pupil Behaviour Support Plan if appropriate Serious misconduct may lead to: <ul style="list-style-type: none"> Internal temporary suspension External temporary suspension Removal/Exclusion
Step 3: Recorded and reported	If reached 3rd reminder, log on behaviour spreadsheet (not CPOMS)	Recorded on behaviour spreadsheet and CPOMS	Recorded on CPOMS Formal letter to parents written by the Head with support of SLT Behaviour report to Governors
Step 4: Staff and parents informed	Break/Lunchtime: If occurred more than once, report to form teacher verbally	Report to form teacher and Head of Prep/Pre-Prep (line manager) Consult SLT. Parents contacted by member of staff who was present during the Level 2 behaviour (or Form Tutor) if agreed.	Report to SLT (and form teacher) Parents informed and in-person meeting arranged Follow up meeting involving SLT, SENCO/Inclusion Manager, form teacher, pupil and parents scheduled in agreed timeframe

Appendix vii – Reflective Conversations

Reflective Conversations

The member of staff leading the reflective conversation with the pupil may ask questions such as:

- Tell me what happened?
- What were you thinking at the time?
- How were you feeling at the time?
- What have you thought since it happened?
- How are you feeling now?
- Who has been affected by what happened? In what way?
- What do you think needs to happen next?

Appendix viii – Need to Talk



Need to talk?
We are here to help

You can also talk to your class teacher, support staff or office staff

A problem shared is a problem halved

Mr Matthews
Head

Miss Reeves
Deputy Designated Safeguarding Lead

Ms Roberts
Designated Safeguarding Lead

Mrs Forbes
Deputy Designated Safeguarding Lead
EVFS

Mrs Wates
Deputy Designated Safeguarding Lead
Pre Prep

Ms Clark
Deputy Designated Safeguarding Lead
Prep

Nurse Louise
School Nurse

Lose your worries through sharing

Request a chat with Debs, our School Counsellor

It's OK to ask for help

childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111