



Belmont Preparatory School
Behaviour and Discipline Policy including EYFS

1. Introduction

- 1.1 This Policy applies to all pupils in School including boarders. It pays due regard to our duties under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs and to non-statutory guidance ‘Behaviour and Discipline in Schools: Advice for Headteachers and School Staff’ (DfE, January 2016).
- 1.2 The purpose of this Policy and of the “School Rules and Code of Conduct” (hereafter called “School Rules” and which may be found at Appendix I) is to:
- create an environment which is conducive to achieving the aims of the School;
 - provide clearly defined limits that are easily understood by pupils, staff and parents;
 - aid all staff in the management of behaviour;
 - ensure high standards of behaviour are promoted and maintained.
- 1.3 The School has a number of School Rules, but the primary aim of this Policy is not a system to enforce School Rules. It is a means of promoting good relationships so that people can work together in a considerate manner with the common purpose of helping everyone to learn in a supportive environment where everyone feels happy, safe and secure, enabling them to become positive, responsible and increasingly independent members of the School community.
- 1.4 Corporal punishment is not used or threatened at Belmont.

2 Promoting Good Behaviour

- 2.1 The School Rules and Code of Conduct (hereafter called “School Rules”) sets out the standard of conduct the School expects of its pupils. They are provided to parents with the letter offering their child a place at the School, and are made available on the School’s website (www.belmont-school.org) and published in all classrooms, the entrance hall to Feldemore and the boarding accommodation.
- 2.2 All members of staff (teaching and non-teaching) understand their responsibility in the promotion and maintenance of high standards of behaviour and are fully supported to that end by the Form Tutors, the Deputy Head (Pastoral) and EYFS Co-ordinator who have day to day responsibility for the implementation of this Policy, the Head and the Board of Governors.
- 2.3 The purpose of the School Rules will be discussed with pupils, led by the Form Tutors as part of the Form periods and PSHE programme or EYFS Framework for children in the EYFS, or otherwise during the school day and in so doing will stress in an age-appropriate way the importance of self-discipline, application and respect for all. As

pupils move up from one year group to another, time is spent in explaining what the School's expectations are of that year group.

2.4 The School believes that a system that rewards, recognises and celebrates good behaviour is one of the best means of promoting it throughout the School and pursues this in a number of ways:

Rewards

- Chapel Stars for work and improvement. Mini-stars can accumulate to constitute a Chapel star or it may be awarded outright;
- Reward stickers for children in the Early Years;
- Chapel stars for positive behaviour beyond that which is normally expected;
- Chapel stars feed into the House Points system and there is a House Cup awarded each term, based on the points gained. Those obtaining the most Chapel Stars each term, receive book tokens as a reward. These are presented with the House Cup in the final assembly of term.
- Effort Grades for all curricular subjects;
- Good manners certificates are awarded every week;
- Boarder of the Week certificates
- Boarder of the Term awards
- Form Prizes are awarded at Speech Day annually. These are for good behaviour, manners and positive contribution irrespective of academic ability.

Recognition

- Recognition of personal qualities by staff and peer group through the appointment or election of Form Captains, Monitors, Guardians, Boarding Captain and Head of School and Head of House;
- Staff are encouraged to send outstanding pieces of work to the Head to be displayed. These may be from academically able or less able pupils;
- Good work and letters of thanks from the community are displayed around the School. Typically, these include letters from the elderly who have been visited by pupils at Harvest and from a range of charities to whom the School has contributed through the charitable activities of the pupils, or members of the community who have been impressed by behaviour of the pupils outside School;
- Results of sports fixtures, music exams etc., and successes are celebrated in assemblies;
- Teachers congratulate pupils in a variety of ways appropriate to the situation;
- Head's Commendations are given for positive behaviour both within the classroom and beyond;

Celebration

- The School acknowledges all the efforts and achievements of pupils, both in and out of School. This usually occurs in the Thursday assembly for Years 1 to 8 and in the Friday Buzzy Bees assembly for EYFS. These assemblies, in particular are celebratory in nature;
- There are regular House meetings (for Lions and Eagles), where good work, behaviour or achievements of pupils are praised.
- Achievements are displayed on notice boards in Feldemore and Early Years;

- Achievements of individual pupils and groups of pupils are published in the fortnightly Belmont Bulletin sent to all families;
- The Head will commend specific pupils publically for exceptional behaviour above and beyond the normal expected behaviour.

3. The School's Approach to Sanctions

- 3.1 While the primary purpose of the School Rules and this Policy is to promote good relationships between all members of the school community so that they can work together in a considerate manner with the common purpose of enabling pupils to make the most of their time at Belmont both within the classroom and outside it. There will be occasions when the behaviour of a pupil will fall below that which is expected and where this happens, the School has developed a number of sanctions to enforce the School Rules and in doing so, it is stressed that it is the bad behaviour that is disliked, not the child.
- 3.2 In line with the law, corporal punishment is not permitted nor threatened and members of staff will only intervene physically to restrain pupils or to prevent harm by a pupil to him/herself or to others. Any such interventions will be reported to the Deputy Head (Pastoral) and recorded in the School Daybook, and parents of any child affected by such intervention will be notified as soon as practicable and usually on the same day by the Deputy Head (Pastoral) who will also inform the Head.
- 3.3 The School adopts a three-fold approach to sanctions: minor misdemeanour sanctions, cause-for-concern sanctions and serious misdemeanour sanctions. Most sanctions are for minor misdemeanours and these can be imposed during the School day or in boarding time by any member of the teaching staff (both full time and part time, including teaching assistants and Junior Assistants) who are on the School's payroll whilst they are on the School premises or off the School premises where the pupil concerned is under their charge, for example, on School trips, or at an away sporting fixture. Peripatetic music staff and non-teaching staff needing to discipline a pupil for a minor misdemeanour should liaise with the Director of Music, Form Tutor or any senior member of staff in the first instance. Cause-for-concern sanctions may only be imposed with the authority of the Deputy Head (Pastoral) and those for serious misdemeanour only with the authority of the Head, in each case as discussed below. The Head of Boarding must liaise with the Deputy Head (Pastoral) in respect of the imposition of a cause-for-concern sanction following poor behaviour during boarding times.
- 3.4 The School aims to apply sanctions in a consistent manner that is appropriate to both the particular situation and that of the pupil involved, for example the child's age, any special educational needs the child may have, or their personal circumstances of which the School is aware, and the child's behaviour record maintained by the School. For these types of reason it may be that the same act of misbehaviour committed by two or more pupils on the same or different occasions, may be punished differently.
- 3.5 In considering sanctions, members of staff will seek to take account of all relevant circumstances and are aware that some misbehaviour:

- may be signs of deeper problems including unmet educational needs or abuse, or
- may be a response to bullying or other forms of provocative behaviour by others, or
- may require/identify a need for ongoing support.

When different actions on the part of the School including support for the child and the involvement of external agencies may be called for in accordance with the School's "Safeguarding - Child Protection Policy".

Where no sanction or a lesser sanction is given because of such considerations, this fact will be noted in the Daybook.

4. Sanctions for Minor Misdemeanours

- 4.1 Minuses are automatically given to pupils for certain types of misbehaviour including the use of bad language, minor acts of violent behaviour, such as scuffles, pushing and shoving and the use of, or taking, another pupil's property or kit. In addition, minuses are also given for other minor acts of misbehaviour and indiscipline, after receiving a warning that continuation of such behaviour would result in a minus. If, during a term, a pupil is given two minuses, the Deputy Head (Pastoral) will send a letter to the pupil's parents and in the event of three the pupil will be given a supervised detention. Parental consent is not required for detentions.
- 4.2 Pupils are expected to complete their prep by the given deadline, and to pay attention and apply themselves in class. Where this does not happen, the teacher concerned may curtail a pupil's morning or lunch break so that prep or classwork can be completed or redone. In this situation, it is the responsibility of the teacher concerned to supervise the pupil either in the Library or in a classroom, and record this on the Daybook.
- 4.3 In conjunction with or instead of the giving of minuses, a pupil may be:
- given a verbal reprimand;
 - required to undertake a practical task appropriate to the type of misbehaviour, for example clearing up a mess made by the pupil or being required to clear away at lunch for misbehaviour within the dining room;
 - excluded from further participation during a Games lesson or time devoted to sporting activities for misbehaviour during that time;
 - required to write a letter of apology to those affected by their bad behaviour, or to apologise in person;
 - given the opportunity for supervised time out or, in an exceptional circumstances asking the parents to take a child home for the rest of the school day; given a target sheet as an aide memoire to help to prevent future misdemeanour: this is intended to be a positive tool to promote good behaviour and relationships.

Any action taken above should be recorded on the Daybook.

5. Cause-for-Concern Sanctions

- 5.1 In Years 1 to 8, a pupil who is not making a sufficient effort or constantly misbehaving could be put on a Report Card, designed by the Deputy Head (Pastoral) in conjunction with the Form Tutor or Head of Boarding as the case may be, to address the misbehaviour being displayed by the pupil and thereby hopefully remedy the particular problem. A Report Card requires staff to give the pupil a grade between 1-5 at the end of each lesson, activity, meal or break as dictated by the Report Card. The Form Tutor signs the card at the end of the school day and, in the case of boarders, the Head of Boarding will also sign it the following morning in respect of the period covering the previous evening and that morning prior to Registration. Parents are also required to sign the card each week day evening unless the pupil is a boarder in which case, different arrangements will be made depending upon the extent of the pupil's boarding commitment. At the end of each week, the Deputy Head (Pastoral) will sign the Report Card and will determine whether or not the pupil is required to continue with the Report Card or whether the failure of the pupil to respond should be brought to the attention of the Head as a serious misdemeanour.
- 5.2 Before putting a child on a Report Card, parents will be invited into school to discuss the matter with the Deputy Head Pastoral and/or the Head. While the principal purpose of a Report Card is to help the pupil to improve their behaviour, the parents of a pupil put on a Report Card should understand that failure to improve by the pupil could lead to the more serious sanctions discussed below.

6. EYFS Behaviour Policy

- 6.1 The foregoing provisions of this Policy apply equally to the EYFS, the School recognizes that the application of sanctions discussed above is unlikely to be appropriate in most cases. The School does not allow the use of a "naughty chair" as a form of sanction nor does the School withhold food, segregate or humiliate children - instead the staff working within the EYFS adopt some of all of the following techniques in both controlling and improving minor misdemeanours and cause-for-concern behaviour:

i. Structuring the environment

Where we choose to speak to the pupil and whether we sit or stand can communicate the nature of the discussion, and may help the pupil to modify their own behaviour, for example warm and friendly or cold and business like.

ii. Planned Ignoring

By not giving the attention to minor, harmless, attention seeking behaviour, these behaviours are likely to die out. Remember it is equally important to praise appropriate behaviour.

iii. Prompting

Gentle reminders to a pupil of what they need to stop doing or prepare for can help the pupil to adjust to a change. This can be verbally or sensory input.

iv. Active listening

Sometimes listening to what the pupil has to say and exploring and acknowledging their feelings through the use of reflective responses can help a pupil to feel that:

- someone else acknowledges the reality of their feelings
- they are not alone
- someone cares.

Sometimes this can be enough for a pupil to stay in control.

v. Interpretation and interference

Verbalise what has happened and ask the pupil if there was another way that they could have acted. For example, "It looked like you were really upset before you hit Gemma - was there another way you could have let her know how upset you were?"

vi. Backing away

This is not the same as backing down. You are not giving in, simply giving the pupil time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already angry is likely to make the situation worse. Alternatively, allow the pupil to back away through offering them a verbal or physical way out.

vii. Affection

If a pupil's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection - verbal or physical - can help head off inappropriate behaviour. Pupils do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the adults really care for them.

viii. Hurdle help

Where the pupil is stuck, providing assistance can help overcome feelings of failure or inadequacy.

ix. Proximity

Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage pupils to do something else.

x. Involvement and interest

Adults becoming involved in a situation can diffuse things.

xi. Redirecting/distraction

Trying to refocus the pupil away from what they are doing now, on to something else as a way of avoiding trouble.

xii. Directive statement/direct appeal

A clear instruction to the pupil to stop certain behaviours or start something else.

xiii. Time out

Asking pupils to move away to another or quieter area to calm down. This should only be used if the adult will use 'time out' to talk to the pupil about their behaviour. It is

not a helpful method to encourage positive behaviour, it should not be used for isolation purposes only

7 Sanctions for Serious Misdemeanours

7.1 For serious misdemeanours, the Head has the power to suspend or expel a child or require a parent to remove their child from the School as described in the School's Terms and Conditions. The Head may also require a parent to remove their child as a boarder where misbehaviour is restricted to boarding time.

7.2 Expulsion

A non-exhaustive list of the type of behaviour that could warrant expulsion is to be found in the School Rules. Not all such behaviour would automatically result in expulsion and the Head may exercise her power to suspend a pupil and/or to put them on a Report Card as an alternative with an accompanying warning that further acts of misbehaviour, even if minor, may lead to expulsion.

7.3 Removal

In addition to the power of the Head to require parents to remove a child from the School on account of the behaviour of the parent(s), the Head may require the removal of a child whose "attendance or progress is unsatisfactory".

7.4 All members of staff are required to bring all allegations of serious misdemeanours to the attention of the Deputy Head (Pastoral) who is also responsible for determining whether or not a pupil on a Report Card has improved. The Deputy Head(Pastoral) or other senior staff member(s) as appointed by the Head will conduct an investigation into the matter and if satisfied that there is a case to be answered will notify the Head. The Head will invite the parents of the pupil concerned to come into the School to discuss the matter. Possible outcomes of such a meeting may be a decision by the Head to suspend the pupil and/or to put the pupil on a Report Card, or withdraw the provision of boarding, or alternatively, to convene a hearing to consider expulsion (or a requirement for the parents to remove their child).

7.5 Any hearing will take place at the School and will be formally convened by a letter from the Head to the parents setting out a date and time when they and their child will be required to attend. This letter will set out the nature of the alleged serious misbehaviour and will be accompanied by the School's evidence in support of the allegation and will provide a reasonable deadline in advance of the hearing for the parents to provide any submission or other evidence.

7.6 The Head will have conduct of the hearing and will hear from the Deputy Head (Pastoral) or other person responsible for the conduct of the investigation and such other persons as may be necessary, allowing the parents to ask such questions as they may have, and then hear from the parents and the pupil for their account and any explanations for the alleged misbehaviour they may have. Throughout, the Head may ask questions of all those in attendance. The Head will also arrange for a full minute of the hearing to be taken.

7.7 Following the hearing, the Head will reach a decision, based on the balance of probabilities, whether or not the alleged behaviour occurred and will communicate that decision, with reasons therefore and the sanction being imposed, in writing to the parents, normally on the School day following the hearing. Should that decision be for expulsion or removal, the Head will advise the parents of their right to complain about the decision to the Chairman of the Board of Governors under Stage 2 of the School's Complaints Procedure which can be found on the School's website and will be supplied to the parents along with the letter communicating the decision of the Head.

8. Parental Co-operation

Under the School's Terms and Conditions, parents are required "to co-operate with the School and school staff in good faith" and in that regard to support the School and its staff in the implementation of this policy and, in particular, on the occasions when sanctions are given to their child. If parents have any concerns about the way the implementation of this Policy affects their child they should follow the School's Complaints Procedure (available on the School's website).

9. Searches

9.1 The School Rules prohibit certain items being brought onto the School premises and permit designated staff (the Deputy Head Pastoral, Boarding duty staff, Head of Boarding and the Head) to search and, if necessary, ask that certain possessions are sacrificed if it is thought that a pupil has broken the School Rules in this regard.

9.2 Should a member of staff deem it necessary to search a pupil's personal possessions and/or belongings either in the classroom, boarding house or elsewhere, permission must be sought from one of the designated staff listed above who will carry out the search. The pupil will be spoken to and will be given reasonable time and opportunity to help the staff with their enquiries without a search being necessary and will be helped to understand why a search would be necessary. In the event of a search, two members of staff will be present and the pupil will be allowed to choose someone to accompany them at the time of the search. A full report will be written following the search and a copy given to the parents as well as a copy kept on file and any sanctions imposed as a result will be recorded.

10 The Role of the Teacher/Classroom Assistant/Junior Assistant and the Board of Governors

10.1 A member of staff who has given a sanction is required to record that fact in the Daybook (held electronically), the reason for it and, where appropriate, a note of any investigation conducted prior to the giving of the sanction. The member of staff is also required to notify the Form Tutor of the pupil concerned.

10.2 In addition the School is required to maintain a separate register of sanctions given for serious misdemeanours using the Serious Sanctions folder and where appropriate, the Daybook.

- 10.3 In addition to the contacts between School and Parents referred to earlier in this policy, the Deputy Head (Pastoral), Head of Boarding and Form Tutors may also contact parents whether orally or in writing where a child's behaviour is causing concerns. A note of all such contacts will be recorded in the Daybook.
- 10.4 The Deputy Head (Pastoral) has overall responsibility for monitoring the behaviour of pupils which is principally discharged through frequent reviews of the Daybook and feedback from staff during daily pre-Assembly staff briefings, and reports regularly to the Head.
- 10.5 The effectiveness of this Policy is reviewed annually by the Board of Governors in conjunction with the Head who is required to report at each meeting of the Board of Governors on the steps being taken by the School to promote good behaviour and details of sanctions that have been issued during the period under review.

Author	Mrs Rachel Eastment, Deputy Head (Pastoral)
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Approved by	Legal and Compliance Committee
Date	20 November 2018
Review due	Michaelmas Term 2019

Appendix I



Belmont Preparatory School School Rules and Code of Conduct

1. Children are expected always to behave within and without the School in a manner that will enhance rather than harm the reputation of the School and its members; this rule includes the behaviour of pupils on social media or the internet in line with our Online Safety Policy (sent to every parent and pupil).
2. Children are required to attend all school events, including assemblies and religious observances. During the School day both within and outside the classroom (including on School trips, away on sporting fixtures and at any other time while in School uniform or in the charge of a member of staff) pupils are expected to:
 - pay attention;
 - obey all reasonable instructions;
 - apply themselves diligently to their studies and all other school activities in which they partake;
 - be truthful and treat each other and all members of the School community and the public with respect and politeness.
3. Children may not leave the site during the School day unless the Headmistress has granted permission.
4. The dress code must be adhered to - children must arrive and depart from school wearing full school uniform.
5. No chewing gum, sweets or money are allowed in school unless permission has been given by a teacher; for example sweets may be allowed at an end of term 'party'.
6. No running in the corridors.
7. No medicines, except inhalers to be kept in classrooms. Any medication brought to school should be in its original packaging and be given to Matron. In the Early Years, medication should be given to the Form Teacher.
8. Children should not bring items such as computer games or mobile phones into school.

Pupils who board regularly for two or more nights per week are permitted to bring in a mobile phone but this must be kept securely by the Head of Boarding and is issued on request in the evening. All pupils in Years 2 and above are expected to have an electronic tablet in school in line with our Online Safety Policy and acceptable use arrangements. Tablets must never be used for internet access without the express permission of a member of staff. In exceptional circumstances, and in agreement with the Headmistress or

Deputy Heads, a day pupil may bring a mobile phone in to school but this must be kept in the School Office.

9. Respect other people's property; look after your own property by using the facilities provided for storage. Valuables should be handed to staff during Games and never left in the changing rooms. Property should not be borrowed without permission and must be returned unharmed.

10. Buying and selling of personal property is not allowed on the School site.

11. Fighting and other forms of rough behaviour (eg pushing and shoving, kicking, slapping and scratching) are not allowed.

12. Gambling and betting are forbidden at all times.

13. The school is a no - smoking environment.

14. If it is thought that any of the following items have been brought into the school, the Headmistress and authorised staff are allowed to search the pupil to ensure the safety of others and to confiscate:-

- knives or weapons
- alcohol and/or illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

15. The following is a non-exhaustive list of the type of behaviour, whether occurring on or off School premises, that might result in expulsion or removal:

- possession of any of the above items
- failure to improve the following being placed on a Report Card
- violence
- verbal abuse/threatening behaviour
- bullying
- racial abuse
- sexual misconduct
- drug and alcohol misuse
- damage to property
- theft and other forms of dishonest behaviour including lying
- parental misbehaviour including any of the above

Mrs. H. Skrine
Headmistress