



BELVEDERE
PREPARATORY SCHOOL

BEHAVIOUR POLICY

2023 – 2024

BELVEDERE PREPARATORY SCHOOL

Behaviour Policy

This is a whole school policy; it refers to and includes EYFS, after school care and holiday clubs held on our premises. This policy should be read in conjunction with other policies, particularly those for equal opportunities, SEN, Anti-bullying, Anti-racism, Safeguarding and Health and Safety.

The Belvedere Preparatory School recognises its duties under the [Equality Act 2010](#); we undertake to will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

Legislation and Guidance

- [Behaviour and discipline in schools](#)
- [Education and Inspections Act 2006](#) (sections 88-94)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in schools](#)
- [Statutory Framework for Early Years Reception](#)

Introduction

The establishment of a calm and orderly learning environment in school and in the classroom is the key to effective learning and teaching; it creates the context in which our teachers can challenge or support our pupils in order to facilitate high standards. Our policy is based on a positive approach towards managing behaviour and one which initiates children into sharing the responsibility for their own education. At Belvedere Preparatory School we seek to create an environment which reinforces a good standard of behaviour from all our pupils and one which will encourage the development of moral, self-disciplined, hardworking and caring individuals. This policy should be read in conjunction with the **BPS Behaviour Curriculum**.

1 Responsibilities

1.1 The Headmistress

The Headmistress has overall responsibility for ensuring positive behaviour throughout the school.

1.2 Staff

The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour.

1.3 Parents

Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour and must agree to support the school in actions it may decide to take.

1.4 Pupils

Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school in keeping to the BPS Behaviour Curriculum.

2 Principles

- All pupils have the right to learn and play free from disruption
- All teachers have the right to teach free from disruption
- Pupils are responsible for their own behaviour
- Pupils should understand that it is their behaviour that is not acceptable and not they themselves as people

3 Rules

3.1 Are clearly set out in a child friendly format.

3.2 Are positively stated, telling the children what to do rather than what not to do.

3.3 Are consistently and fairly applied and enforced.

3.4 Rules are prominently displayed throughout the school.

3.5 Rules are categorised into three areas ("BPS"; see below) and outlined in the BPS Behaviour Curriculum:

- Be respectful;
- Prepared for learning
- Safe around school

3.6 Additionally, in collaboration with their teacher, each class will negotiate and develop their own class guidelines in order to personalise more detailed ways of working together and these rules will be prominently displayed in classrooms.

4 Rewards

4.1 The commonest reward is praise, to both individuals and groups, and pupils are regularly congratulated verbally or with a smile.

- 4.2 A weekly conduct certificate highlighting specific examples of good behaviour is awarded to a member of each class and read out in our whole school Friday Celebration Assembly.
- 4.3 Age-appropriate class rewards are used which may result in a shared class treat, which is negotiated between teacher and class members.
- 4.4 Exemplary behaviour of individual pupils is formally recognised at our Annual Prize Giving.

5 Sanctions

- 5.1 In an environment where respect is central, a non-verbal warning (e.g. a stern look or a verbal request for the child to stop the behaviour) is often a sufficient sanction.
- 5.2 Pupils are moved away from their place if inappropriate behaviour continues in a classroom situation. The behaviour in question must be discussed with the child and monitored at the end of the lesson to avoid disruption.
- 5.3 If the behaviour is especially inappropriate (or continually repeated) pupils are sent to a member of the SLT and their name and details of behaviour recorded in a behaviour Log Book.
- 5.4 A restorative approach to incidents is taken, and children will be requested by a teacher to complete a self-reflection form.
- 5.5 Ultimately, if inappropriate behaviour continues or a pupil is hurting other children, the class teacher, the SEND coordinator and the child's parents meet for a discussion and draw up an individual behaviour plan (IEB).
- 5.6 Inappropriate behaviour and when the actions involve any physical contact will not be tolerated. If deemed necessary, after the incident has been investigated, the pupil will be removed from class. At this stage, it would be usual that pupil's parents would be called and the child 'suspended' from school for lessons) for at least the remainder of that day. (see 8.2)
- 5.7 *It is the school's policy that corporal punishment must not be used, nor threatened to be used, at any time.*

6 EYFS

- 6.1 The named person responsible for behaviour management in the EYFS is the EYFS Coordinator, Miss S. Swainbank.
- 6.2 The school's philosophy on behaviour and discipline applies to the EYFS, after school care and holiday clubs held on our premises, although it is managed differently and in the most appropriate way for young children.
- 6.3 The aim of the EYFS is to reinforce behaviour through the use of positive praise. Staff explore a range of strategies to meet each child's specific needs, including the use of reward stickers.
- 6.4 The EYFS have adapted the BPS Behaviour Curriculum rules and these are reinforced at assembly, throughout the school day in the classroom environment.
- 6.5 The EYFS try to deal with behaviour in a positive manner at all times.

7 SEND

- 7.1 School will take steps to ensure that rewards and sanctions are applied fairly and equitably for all pupils.

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- 7.1 The usual sanctions are to be applied in almost every case as all pupils need to know that there will be a sanction.
- 7.2 Adults need to show that they understand that the feelings and personal circumstances which led to the event are being considered.
- 7.3 Early warning of concerns should be communicated to the SEND Coordinator so that strategies can be discussed and agreed before more formal steps are required.
- 7.4 In cases of persistent, inappropriate behaviour, Individual Behaviour Plans (IBPs) will be drawn up to provide pupils with clear and achievable targets and which will help to identify and quantify progress with specific behaviours.

8 Exclusions

- 8.1 It is the school's policy on Discipline and Exclusions that all parents, staff and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headteacher can impose for serious breaches of the rules and regulations, including criminal behaviour.
- 8.2 Examples of serious breaches of the rules and regulations include:
 - Theft
 - Bullying
 - Physical assault/ threatening behaviour towards staff or pupils
 - Sexual harassment
 - Racist abuse
 - Making a malicious accusation against a member of staff
 - Damage to property
 - Persistent disruptive behaviour
 - Verbal abuse

9 Searching and Screening

- 9.1 At The Belvedere Preparatory School, we reserve the right to search our pupils. Searching can be a helpful tool in keeping the school community safe.
- 9.2 The Headteacher or authorised member of the Senior Leadership Team have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (defined in the Education Act 1996) or any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.
- 9.3 If anyone at the school has reasonable grounds for suspecting the pupil is in possession of a prohibited item, the Headteacher or authorised member of the Senior Leadership Team may search the pupil without their agreement.
- 9.4 Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system. This is irrespective of whether an item is found.

10 Reasonable Force

- 10.1 In line with the Department for Education's policy "Use of Reasonable Force" (July 2013), we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances.

- 10.2 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 10.3 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them.
- 10.4 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom.
- 10.5 'Restraint' means physically to hold a pupil back or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 10.6 School staff should 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 the pupil.
- 10.7 All members of school staff have a legal power to use reasonable force. (under Section 93 of Education and Inspections Act 2006)
- 10.8 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 10.9 In a school, force is used for two main purposes – to control pupils or to restrain them and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 10.10 Examples of when reasonable force may be used include the prevention or halting of:
- The commission of any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
 - Causing personal injury to any person (including the pupil themselves)
 - Causing damage to the property of any person (including the pupil themselves)
 - Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise
- 10.11 All of our staff are made aware of the circumstances in which reasonable minimum force may be used, as part of their induction. In particular, they are advised always to:
- use their voices first
 - to use the minimum force necessary to restrain a child for the shortest possible period of time.
- 10.12 Factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate include:
- 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
 - The relative risks associated with physical intervention compared with using other strategies.
- 10.13 Every member of staff must inform the Headteacher immediately after s/he has needed physically to restrain a pupil.
- 10.14 We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree on a programme for managing that individual pupil's behaviour.

11 Communication and Parental Partnerships

- 11.1 The key professional in this process is the class teacher who has the initial responsibility for the pupil's welfare.
- 11.2 Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps being taken in response.
- 11.3 The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way, and given the opportunity to discuss the situation.
- 11.4 At EYFS, any behaviour whether personal or not is reported to parents.
- 11.4 Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

12 Complaints

- 12.1 We hope that parents will not feel the need to complain about the operation of our behaviour management policy and curriculum and that any difficulty can be sensitively and efficiently handled before it reaches that stage.
- 12.2 The school's complaints procedure (which applies equally to the EYFS, after school care and holiday clubs held on our premises and has been drafted to meet the specific requirements for EYFS pupils, as described in the following paragraph) is on our website.
- 12.3 We undertake to investigate all complaints and to notify of the outcome of the investigation within 28 days.
- 12.4 We maintain records of complaints for at least three years after pupils have left the Belvedere Preparatory School..
- 12.5 Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Early Years Foundation Stage, because it is part of an independent school and a registered setting, parents should, however, be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted: "Complaints to Ofsted about Schools: Guidance for Parents" reference 080113 from www.ofsted.gov.uk. (Further details can be found in our Complaints Policy, which is on our website or can be supplied on request.

13 Monitoring and Review

- 13.1 All class teachers should keep a log of incidents of negative or inappropriate behaviour with their class in their cohort's Blue Class Folder.
- 13.2 All playground incidents are recorded in the Playground Incident Book by the members of staff on duty and the appropriate class teacher informed.
- 13.3 All incidents in After School and Holiday Clubs are recorded in the Out of Hours Incident Book by the members of staff on duty and the appropriate class teacher or parent informed.
- 13.4 The Headmistress will keep a record the actions taken with more serious or persistent incidents of behaviour.
- 13.5 A weekly opportunity to discuss any incidents giving cause for concern is provided at Staff Meetings and SLT meetings under the heading of 'Care'.
- 13.6 All logs will be monitored by SLT on a half termly basis to look for patterns.
- 13.7 This policy will be read and reviewed by all staff on a yearly basis.

Belvedere Preparatory School

Review Date:	September 2024
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Headmistress		Date:	
BPS Management Board		Date:	