



# Behaviour Management Policy (Prep School)

|                       |                                   |
|-----------------------|-----------------------------------|
| <b>Applies to</b>     | Prep School                       |
| <b>Responsibility</b> | Head of Prep School               |
| <b>Approving Body</b> | Pastoral and Recreation Committee |
| <b>Date reviewed</b>  | Michaelmas 2025                   |
| <b>Next review</b>    | Michaelmas 2026                   |

## **1. Purpose of this Policy**

The aim of this policy is to provide guidance for staff as to the expectations of behaviour they should have for pupils and how they manage such behaviour. This policy operates alongside the Care Manifesto, School Rules, Prep School - Anti-Bullying Policy, Permanent Exclusion Policy, Prep School Physical Restraints Policy, Search and Confiscation Policy, IT Acceptable Use Policy and IT-related Sanctions Policy.

## **2. Aims of the School**

At Wells Cathedral Prep School we aim to provide all pupils with a family environment within a kind and caring community where they can be happy, healthy and most importantly, who they are.

Our mission is working to ensure all members of our community have a sense of belonging and are contented, balanced and confident individuals who have the necessary tools to live safe, joyful and fulfilling lives. We understand growing up is a learning process – pupils will make mistakes and need to be allowed to learn from them in a safe, supportive environment. We seek to make sure that all members of the community have a high level of spiritual awareness, emotional intelligence and self control and are also active and responsible citizens who make a positive contribution to the School and the wider world.

## **3. Promoting Good Behaviour**

Promoting good behaviour is essential and provides positive role models within the year groups. The School recognises and rewards good behaviour and outstanding work through a number of different systems depending on the age of the pupils involved. These include:

- Stickers, class bees, Humphrey Points, Pom Poms (kindness) and Christopher Robin Awards in the Pre-Prep.
- 'Good Egg Award', Heads Commendations, sprout points, merits, stars, learning power certificates, colours and cups in the Prep School.

Credits System:

- Silver and Gold stars are awarded for both academic performance and for good behaviour. (golds = 3 points, silver = 1 point, a merit = 10 points and a Head's Commendation = 25 points)
- All stars are collected by the Form Teachers and are recorded weekly on the credit sheet.
- Each week, the work points total is announced in assembly and, at the end of each term the work trophy is awarded to the winning House.

## **4. Traffic Light System for Behaviour Management**

The Prep School has adopted a traffic light system for behaviour: green, yellow, amber & red. Posters are displayed in every classroom and space where children are working in academic lessons. Where Physical Education, Drama and Dance are concerned, the traffic

lights may not be displayed but teachers and children are aware of the process. Teachers also carry a smaller version of this on their identity badge.

| Traffic Lights |   |
|----------------|---|
| <b>Green</b>   | Pupils are working well and adhering to the <b>'Pre-prep Three Bees and Prep School Golden Rules'</b> .   |
| <b>Yellow</b>  | <p>A pupil has not taken on board several warnings by the class teacher and has now been cautioned and admonished. This is registered onto CPOMS and the Prep School cover sheet in order to make staff aware. Parents will not receive formal notice via ISAMS. The pupil will receive a timeout or miss a short break at the discretion of the class teacher.</p> <p>A pupil can successfully work back to Green by showing correct behaviour by the end of the school day.</p>   |
| <b>Amber</b>   | <p>A pupil has not taken on board several warnings beforehand and has now been cautioned and admonished. This means that they will receive a detention at the next available breaktime. They will also be asked to fill out a behaviour form which the pupil will be asked to fill in. This will form the basis of the discussion around the incident (see below). The pupil could also be asked to complete specific tasks like distributing the lost property or catching up on reading and or homework. The length of time for the detention is no more than 20 minutes. However, it is imperative that the child is able to have some of their break.</p> <p>The teacher overseeing the detention will also speak to the pupil/s about the incident/s that led to the amber warning and how they could do things differently. Allowing them the opportunity to reflect on their behaviour and what they would have changed. This is an important step in the reflective process. It is essential that the pupil realises that it is their behaviour that has caused the detention not them as an individual.</p> <p>Any teacher can give out an amber warning should they deem it to be reasonable and appropriate. The teacher will be required to contact parents either in person, at the end of the day, or by phone. They will then fill out the form via ISAMS whereby the tutor and the parents will receive formal notification of what took place and the action taken.</p> <p>Any further escalation of bad behaviour will result in progressing to 'Red.' If a pupil receives an amber warning during a break or lunchtime, it is the responsibility of the teacher to inform the class teacher by either email or in person and to inform the next teacher who will be taking that pupil for a lesson. The pupil is also sent to the reception desk so that the Deputy Head (Head of Discipline) can be informed and the behaviour can be followed up. The behaviour is then noted on a register by the Deputy Head.</p> <p>A pupil can redeem themselves by working hard and correcting their behaviour by the end of the day.</p> |

## Red

A pupil who has been placed on Red will also receive a detention. However, this will be a formal detention and the pupil will be expected to miss their break/s of 30mins. This might be broken up into two sessions to allow the pupil some form of break. The pupil might be expected to write a letter of apology if deemed appropriate. During the detention, the pupil will also fill out a behaviour form which will form the basis of the conversation about what took place. It is important the pupil also feels listened to and to hear their perspective.

This is given to them by the Deputy Head (Head of Discipline). Parents are then notified in person (at the end of the day or by phone) by the Deputy Head or Form Teacher as soon as is reasonably practicable. A form is also filled out on ISAMS so that the parents receive formal notification of the event and the action taken.

If a pupil receives three 'Reds' in a full term, then parents are requested to come into school for a discussion with the Deputy Head to work out a behaviour plan for what is in the best interest of the individual. There may be mitigating factors that the School needs to be aware of in light of the change of behaviour from the pupil.

Examples of possible interventions could include:

- frequent and open engagement with parents, including home visits if deemed necessary
- providing mentoring and coaching
- short-term behaviour report cards or longer-term behaviour plans
- short term reward cards to encourage positive behaviour in consultation with parents
- pupil support units from outside agencies if deemed necessary
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills. (*Behaviour in Schools 2022*)

The Welfare team is also informed of the pupil and the follow-up required. All information and evidence is placed on CPOMS regarding the incident.

### Please note:

1. Depending on the severity of the behaviour, a pupil may instantly receive an Amber warning and does not need to go through the thresholds if the teacher deems it appropriate.
2. This also applies to a student receiving a Red Dot instantly but this is in consultation with the Head or Deputy and the teacher dealing with the incident.
3. In special circumstances the Head and Deputy may decide to establish a set time period before the pupil/s can revert back to green.
4. Should a pupil be given a yellow or amber late in the day or Friday afternoon (lesson 6 or a club as an example) it may be carried over to the following day or week i.e the next Monday.

## **5. Prep School Sanctions**

### **General:**

Disciplinary sanctions, and their fair and just application, form a necessary part of the School's Behaviour Management Policy. Summaries of applied sanctions are submitted to the Governing Body for review on an annual basis.

### **Areas of Application:**

Sanctions outlined here relate to matters of pupil behaviour and discipline.

### **Anti-Social Behaviour**

The School expects that the pupils will behave in a responsible manner towards property and other people. Those who behave in an anti-social way should be seen straight away by the member of staff who spots the incident.

### **Appearance and Behaviour**

All pupils are expected to have clean black shoes. Shirts should be tucked in, ties done up etc. At the end of playtime, the member of staff on duty should remind pupils to smarten up prior to going back into class and check as they are dismissed.

Pupils should walk on the paths and in the school buildings. Running is not allowed. Send pupils back if they are running. On staircases, pupils should use the left hand side when going up and the right when descending. At the end of the day, staff should check pupils' appearance before pupils are dismissed.

### **Classrooms**

If a pupil is being disruptive or is not getting on with work, he/she should be corrected. If this has little effect, rather than wasting time in the lesson (when other pupils are being disrupted or deprived of teaching time), the pupils should be asked to stay after the end of the lesson (or the next break) to talk about the problem. Use of the traffic light system (as appropriate).

Where a pupil is a regular offender (behaviour-wise) then he/she should be sent to the Deputy Head or Head (it is better if this is done at a break time unless it is really urgent).

### **Removal from classrooms (*Behaviour in Schools 2022*)**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this or has been asked to step outside to reset themselves before returning to focus on their work. In some situations and where the teacher feels it is appropriate, allow the pupil to have a walk/run to burn off the excess energy. This might be more appropriate for pupils with SEND specific learning needs but not always.

The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be

used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

## **6. Monitoring and filtering Online Behaviour**

At Wells Cathedral School we aim to provide a safe environment for all staff and pupils to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions. (Keeping Children Safe in Education 2023)

With consultation with the Deputy Head of the Senior School this will be reviewed on a regular basis. Should an incident happen during the term, it will be recorded via CPOMS and the procedures followed as outlined above. We will also work closely with the IT department to ensure safe content and filters are working. This is also taught within ICT lessons and safe working practices. Please refer to the Prep School Computing policy for further guidance.

## **7. Behaviour Management in the Pre-Prep**

The Pre-Prep procedure for standards of care and discipline broadly follows the Prep School model. The Pre-Prep's 'Golden Rules' are used as a guide to appropriate behaviour and any day to day minor incidents that occur at this age are discussed and talked through with those involved at the timing of the incident and by the member of staff involved. Usually this will suffice to correct the difficulty or misunderstanding and, most importantly, for the pupils to learn from the experience. If the incident is of a more serious or repetitive nature, then the Form Teacher will be informed and be involved in the monitoring of behaviour improvement.

A traffic light system similar to that of the PS is in place. It is based on coloured flowers, and a chart in the classroom shows a visual representation for the children to see and understand in a simple form.

## Being the best I can be!

| Action   | Option of consequence, and follow up - this will depend on our knowledge of the child and what will work for them  |
|--|--|
| <ul style="list-style-type: none"> <li>Adhering to The Three Bees: <ul style="list-style-type: none"> <li>Be ready</li> <li>Be responsible</li> <li>Be respectful</li> </ul> </li> <li>Being kind to others and showing a developing awareness of the Wells CARE values.</li> <li>Showing a good learning characteristic (risk taking, resilience, curiosity, careful thinking, resourcefulness, motivation)</li> <li>Good attitude to learning!</li> <li>Trying their best</li> </ul> | <ul style="list-style-type: none"> <li>Humphrey Points</li> <li>Magic bucket kindness pom poms</li> <li>Character certificates / Christopher Robin awards</li> <li>Reward stickers etc</li> <li>Golden time and mixing up with other classes</li> <li>Striving towards earning 'class bees'</li> <li>Striving towards being nominated for 'The Golden Spoon'</li> </ul>  |
| <ul style="list-style-type: none"> <li>After prior warning: <ul style="list-style-type: none"> <li>Unkind words to peers</li> <li>Not listening to an adult</li> <li>Continuing to talk out of turn during a listening time / disturbing a lesson</li> <li>Choosing not to complete work</li> </ul> </li> <li>Rough play (warning) or playing irresponsibly</li> </ul>   | <ul style="list-style-type: none"> <li>5 minutes thinking time within the school day</li> <li>5 minutes during breaktime</li> <li>Class teacher informed</li> <li>Recorded on incident log</li> <li>10 yellows on records (in close succession) - inform parents of repeated behaviour and discuss the actions being taken</li> </ul>  |
| <ul style="list-style-type: none"> <li>Continuing to be unkind to peers after warnings</li> <li>Answering back or being rude to a grown up</li> <li>Taking things that don't belong to the child</li> <li>Rough play after a warning (push, grabbing, shoving) or playing irresponsibly</li> <li>Repeatedly not listening to an adult</li> <li>Being untruthful</li> <li>Repeated yellow action</li> </ul>   | <ul style="list-style-type: none"> <li>10 minutes reflection time during playtime</li> <li>Possibly (if appropriate) - missing 10 minutes golden time</li> <li>Class teacher informed</li> <li>Recorded on incident log</li> <li>5 oranges on record (in close succession) - inform parents of repeated behaviour and discuss the actions being taken</li> </ul>   |
| <ul style="list-style-type: none"> <li>Hurting somebody on purpose (kick, punch, hit, bite, pinch, pull hair)</li> <li>Rude words or gestures</li> <li>Repeated and deliberate unkind words to peers</li> <li>Damaging property that doesn't belong to the child</li> <li>Being disrespectful towards minority groups</li> <li>Being untruthful, repeatedly</li> <li>Dangerous or reckless behaviour</li> <li>Repeated orange action</li> </ul>  | <ul style="list-style-type: none"> <li>Sent to the Head of Pre-Prep / class teacher notified</li> <li>Inform parent/guardian and parents invited in (or talk on the phone/virtually) to discuss how we can work together to prevent this happening again</li> <li>Whole playtime missed</li> <li>If appropriate, miss golden time</li> <li>Recorded on incident log - begin to look for patterns in behaviour and thus address our practice moving forward.</li> </ul> |

*Staff may need to treat some cases on a very individual basis, due to justified reasons, which will be clarified on the behaviour records and on individual behaviour and CPOMS records with actions/support outlined.*

An incident log is kept online for incidents and actions to be recorded. Pre-Prep staff have the opportunity to speak with parents/carers most days at drop off or collection times, so any issues arising can be promptly discussed, maintaining the vital link of continuity between home and school.

## 8. Guidelines for Discipline

These guidelines aim at consistency and fairness but they are not prescriptive and all members of staff are urged to use common sense, discretion and flexibility at all times in ensuring the good discipline of pupils. The circumstances of each misdemeanour must be taken into account, as well as any apologies, contrition and honesty and cooperation after the event. All members of staff must cooperate in enforcing the disciplinary code.

“Common sense, consideration for others and normal good manners are always expected.”  
If the children do not obey the rules then sanctions may be used.

**Sanctions:** Sanctions are summarised in the table on the next page. The School Rules set out examples of offences likely to be punishable by suspension or exclusion. These examples are not exhaustive.

**Recording:** All major sanctions are recorded in the School’s iSAMS database, with more minor house infractions being recorded by the Form Teacher and, where necessary, the deputy head.



The following table sets out examples of offences likely to be punishable by: withdrawing the child from an activity for 5 or 10 minutes, receiving an amber warning, or a red dot. These examples are not exhaustive.

| Minor Offences   |   | Serious Offences                               | Major Offences                                 |
|--|---|--|--|
| Withdrawing a Pupil 5-10mins                                   | Yellow Warning  | Amber Warning                                  | Red Dot  |
| Cheekiness   | Bullying (first offence), including online behaviour          | Willful disobedience                           | Repeated rudeness/bad language and or gestures |
| Running along paths  | Continuous disruption of lessons or prep.                     | Continuous disruption of lessons or prep.      | bringing knives/matches into school            |
| Leaving belongings in inappropriate places                     | Interfering with displays, notices, blackboards & whiteboards | Moving and hiding other children's belongings. | Repeated bullying, including online behaviour  |
| Being unkind to others   | Being unkind to others  | Being unkind to others                         | Being unkind to others                         |
| Scruffy/ illegal dress   | Moving and hiding other children's belongings.                | Bullying, including online behaviour           | Stealing                                       |
| Using other people's games kit                                 | Continued reckless play in football or playground games       | rudeness/bad language and or gestures          | Habitual swearing/ use of foul language        |
| Reckless play in football or playground games                  | Lying and or dishonesty                                       | Repeated lying and or dishonesty               | Deliberately defacing or destroying property   |
| Not adhering to the school rules of no contact                 |   |  | Endangering other people or self               |
| Disturbing prep or lesson                                      |   |  | Willfully injuring another child               |
| Substandard work and kept back from break (must be supervised) |   |  | Lying repeatedly                               |

**Please note:**

- Individual members of staff should implement punishments appropriate to the incident e.g. exclusion from the activity or time out.
- If it is felt necessary, **a short written explanation** of why the behaviour was antisocial may be asked for (no more than 100 words - 10 lines) followed by a discussion with the teacher. Set at a level that is appropriate for the individual.
- If the pupil continues the negative behaviour then escalation of proceedings will commence and the individual/s will be placed on an amber warning. The form

teacher and the next teacher in charge of their lesson will be informed.

- **Report Cards** may be issued to pupils whose names occur regularly.
- **Suspensions** may be issued in cases of extreme poor behaviour

**Repetition of Offences:** The repetition of any offence may lead to the imposition of a higher level of sanction, normally the next level. The Head Master or the Governors may as appropriate decide that suspension for a lesser offence is justified where there has been previous misbehaviour. All aspects of the pupil's record at the School may be taken into account. Suspension may be issued by the Head of the Prep School.

**Monitoring:** Sanctions, including reds are reviewed at the end of each long-term by the Deputy Head/Head of the Prep School. Pupils whose behaviour is causing concern will be discussed at the morning staff briefings. Parents will be informed of regular problems by the form teacher.

**Report Card** - The Deputy Head/Head may decide to put a pupil on a report card if behaviour is not up to standard. This is a system where at the end of each lesson the teacher must sign a card to say that the behaviour has been up to standard. As well as initialling the card, a number (1 - 5 with *1 = poor and 5 = V. good* ) should be given. The pupil's form teacher should then check the card each lunchtime and at the end of the school day. The Report Card would operate for a week and parents would be informed that this was happening.

The Report Card can be used for academic lessons, playground behaviour, behaviour on the games field (in fact any occasion when monitoring is required). At the top of the card there will be a target for the pupil to achieve which the staff will mark, reflecting the success of the pupil in reaching this target.

It is not expected that the report card would be used very often BUT it can be used in a very positive way; this is particularly important where lots of praise for positive behaviour will build up the self-esteem of a pupil.

**Review:** The review of serious disciplinary matters and appeals against sanctions is governed by the School's Complaints Procedure.