

Behaviour Policy – Responsibility Steps [Paragraph 9, Part 3 ISSR] Bablake Junior and Pre-Prep Schools

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Regulatory / Statutory Authority(ies)	<ul style="list-style-type: none"> ▪ The Independent School Standards Regulations (ISSR). ▪ Independent Schools Inspectorate (ISI) - Para 9, Part 3 ISSR – Behaviour. ▪ The Early Years Foundation Stage Framework ▪ DfE non-statutory advice 'Behaviour in schools: advice for headteachers and staff' (2022) ▪ Equality Act 2020
Related Policies, Procedures, and/or Documentation	<ul style="list-style-type: none"> ▪ Anti-Bullying Policy ▪ Safeguarding and Child Protection Policy ▪ Online Safety Policy ▪ Exclusion Policy ▪ Bablake Values
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VERSION HISTORY

Version Number	Amendment(s) Or Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	September 2023	Formal Review and Approval at Full Governing Board
1.1	Update	April 2024	Updated Role Descriptors / Titles; Converted to new policy template and structure. New branding. Reviewed by Heads.



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Introduction

Scope

This policy applies to all pupils at Bablake Junior School and Bablake Pre-Prep School, including those in Early Years. It also applies to all staff including school leadership teams, teachers and support staff and other staff who work for or provide services on behalf of the Schools who are in contact with pupils (collectively referred to as 'staff' in this policy).

Statement of General Principles – Expectations for Behaviour

The Governors expect Foundation schools to be a place where all individuals are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline is promoted, good behaviour is the norm, and the schools' aims are clearly understood and applied by all concerned. (The schools have regard to DfE non-statutory advice 'Behaviour in schools: advice for headteachers and staff' (2022)).

The Schools' policies reflect the highest moral standards and show in particular that Bablake Junior and Bablake Pre-Prep School will not tolerate bullying or other anti-social behaviour. (See Anti-Bullying Policy). All staff should be aware of children whose special educational needs require a particular approach – e.g., impaired vision/hearing (Equality Act 2010). The schools will support parents and liaise with other agencies if the need arises (e.g., Educational Psychologists). The schools will manage pupils' transition from EYFS to Key Stage 1 to Key Stage 2, and prepare them for transition to senior schools, post 11.

The school leadership teams, with the children, will regularly review the Bablake Values and this Behaviour Policy.

Our expectation for behaviour reflects the belief at Bablake Junior and Bablake Pre-Prep School that every pupil who attends the school should have opportunities to attain the highest possible standards and be encouraged to achieve their individual/personal best. Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

Every pupil should develop the knowledge, understanding and skills that she/he needs in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world. All staff must ensure that they follow this policy. Consistency of approach which ensures that staff follow through on any incident results in the best attitudes from the children.

Expectations in the classroom

Introduction

All rewards and sanctions must be applied fairly and consistently by all members of staff.

All sanctions are designed to provide pupils with opportunities to learn through their mistakes. Staff are encouraged to carefully explain to the pupil the reason for the sanction, the school's expectations, and strategies to be used by the pupil to help them make better decisions on their behaviour in the future.

Sanctions should be applied when it is necessary in the circumstance to show appropriate disapproval and to reinforce the schools' expectations on behaviour.

All staff must seek to ensure that sanctions are proportionate to the misdemeanour and should enable pupils to make reparation where possible.

Rewards

At Bablake Junior School, pupils are awarded house points for a variety of reasons including excellent work, effort in and outside of the classroom and showcasing Bablake Junior School's attributes for good behaviour.

At Bablake Pre-Prep, class teachers use stickers and their own rewards systems to motivate individual pupils and their class. This may take the form of sticker cards for individual pupils, gems, or raffle tickets where prizes are awarded at the end of the week.

In addition, all children in Year 1 and 2 are given 'Golden Time' weekly where they can play games, draw, play outside etc.

Sanctions

Staff should follow the guidelines below when applying sanctions to individual situations. Unacceptable behaviour refers to actions in the classroom that lead to disruption to the flow of the lesson and the learning experience of the other pupils in that class. It also refers to behaviour that fails to uphold the Bablake Junior and Bablake Pre-Prep Schools' expectations on behaviour during any period of the school day.

Bablake Junior and Bablake Pre-Prep Schools' Expectations on Behaviour

Responsibility

Respect each other and listen to everyone's opinions.

Be kind and helpful and treat others as we would like to be treated.

Be caring and supportive. Be patient and do not leave people out.

Be considerate and forgiving to be a good friend.

Our Community

Honest and truthful. Admit mistakes, never lie, and trust yourself.

Polite and courteous. Say please and thank you and show self-control. Have good manners and remember to share.

Tolerant and inclusive. Everyone is different.

Loyal and trustworthy. We work and play as a team.

Seeking Excellence

Be determined and hard working. Focus and listen with care to keep learning.

Do our best and accept challenge. We persevere and do not give up.

Work together and help others do their best. Support people who are struggling.

Learn from our mistakes and from each other. Set a good example for others.



Guidelines for Sanctions

All staff have a responsibility to follow the Guidelines for Sanctions. Staff teaching outside the classroom environment follow the same protocol and the same standards of behaviour.

Bablake Pre-Prep School

For the most part, behaviour issues can be dealt with via a quiet word by the member of staff that is dealing with the incident. Where more serious issues arise, children can lose Golden Time but the reasons for this should be clearly explained to the pupil. In some instances, it may be necessary to chat to parents informally to explain why Golden Time has been removed.

During playtimes and lunchtimes, minor incidents can be addressed directly with a warning and 'time out' if the child needs some time to 'cool off'. Incidents should be reported directly to the class teacher when collecting their class from the playground.

All but very minor incidents should be reported using My Concern.

When behaviour is repeated or a much more serious incident occurs, this should be referred to the Head of Pre-Prep and a conversation with parents may be required.

Bablake Junior School

At Bablake Junior School a traffic light system is used. This is relevant to behaviour in and out of the classroom and for specialist and peripatetic staff.

This system is not a 'one-way' system: a child can be moved back to green from amber if good behaviour warrants.

- Every child begins the day on level green.
- After the first misdemeanour the child will receive a warning.
- After the second misdemeanour the child will move to amber.
- After the third misdemeanour the child will move to red.

First Occasion

If the child does not respond appropriately and lands on red, at this point the child will lose their first break time.

This will result in the class teacher sending a note home to the parents either in the diary or by email if the child lands on red. Parents will be expected to acknowledge receipt of the email/note.

Second Occasion

Where a child completes two whole cycles of the Responsibility Steps, the child will lose their lunch break where appropriate tasks will be provided by the Deputy Head Pastoral.

The class teacher will telephone the parents to discuss the matter further.

Third Occasion



Where a child completes three whole cycles of Responsibility Steps the child will receive an after-school detention arranged by the Deputy Head Pastoral who will follow up with a telephone call to the parents to discuss the matter and to organise the time of the detention.

If after the third cycle the desired improvement in behaviour is not achieved, resulting in the child receiving a further break detention during that week, the parents of that child will be contacted by the Head to discuss the matter further in person.

There are several situations where a straight progression to Red may be necessary, along with other sanctions. (Please see the Safeguarding and Child Protection Policy)

- Any act of child-on-child abuse such as bullying, online bullying, racism, sexual violence, sexual harassment, physical abuse will result in a child's parents being called in for a meeting and the child will receive an immediate detention. This includes any incident which does not uphold British Values, or in any way is deemed to be contrary to diversity, equality and inclusions. The severity of the circumstances will determine whether the child is suspended from school.
- Any act of theft or vandalism. The severity of the circumstances will determine whether the child is suspended from school.
- Please refer to the CSF Exclusion Policy if required.

At the start of each day, all pupils will begin the day with a fresh start.

In extreme circumstances where the child's behaviour does not show significant improvement, the Head may contact the parents and further sanctions will be imposed.

Children attending classes outside the classroom or with specialist teachers, should begin this lesson on green even when they may have reached amber or red in the classroom environment. This will allow pupils to have a fresh start in lessons, allowing the pupil to focus positively on the specialist session. The same system of moving pupils up and down the traffic light system applies as in the classroom.

Review, Approval and Publication

The DSL/Deputy Head Pastoral has strategic oversight of this policy which is reviewed every year unless otherwise required owing to a change in policy/legislation or guidance, or should an incident require immediate changes; once reviewed, the policy is presented to the Education Oversight Committee for their formal recommendation to present it to the Full Governing Board for final approval.

This Policy will also be made available to parents/carers via the Schools' website; and, published to the ISI Portal.

Related Policies and Procedures

This policy may need to be read in conjunction with the following Foundation/School policies:



- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Exclusion Policy
- Bablake Values

And/or with reference to the following legislation or governance provisions:

- The Independent School Standards Regulations (ISSR).
- Independent Schools Inspectorate (ISI) - Para 9, Part 3 ISSR – Behaviour.
- The Early Years Foundation Stage Framework
- DfE non-statutory advice 'Behaviour in schools: advice for headteachers and staff' (2022)
- Equality Act 2020

Appendices

There are no appendices linked to this policy.

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