HEADINGTON RYE
OXFORD · PREP SCHOOL

Behaviour Policy

Prep School including EYFS

Reviewed by:	Deputy Head, Pastoral
Date of last Review	September 2025
Next Review Date:	In line with legislative updates
Meets:	ISI 9a

This policy pays regard to “Behaviour and Discipline in Schools (2016)”.

AIM:

We support a whole school approach to behaviour which is fair and consistent, thereby creating a happy, safe and secure environment. Positive behaviour is rewarded and promoted so that children develop a positive self-image, behave with consideration for others in work and play and in the wider community. Mutual trust and respect between staff and pupils underpins all behaviour. Common values are shared by the whole school community.

We have a BEAR motif running throughout the school:
Be kind, **E**njoy learning, **A**im high, take a **R**isk

The Prep School has a Code of Behaviour which is displayed in the classrooms. The Behaviour Policy is a means of promoting good relationships and it supports the school community, allowing everyone to work together in an effective and considerate way. The common purpose is to enable every child to flourish academically and in all other areas of school life according to their ability.

This policy is designed to encourage considerate behaviour, rather than merely deter anti-social behaviour. Good behaviour is recognised by the staff because we believe that this will develop an ethos of kindness, cooperation and mutual respect through which bullying can be prevented.

Promoting Good Behaviour

We reinforce messages about good behaviour through the PSHE curriculum, assemblies, form time and day-to-day conduct in lessons and other activities. Staff act as role models and high expectations of behaviour are set. Pupils are further encouraged to be positive, respectful and responsible members of the Prep School community through explicit recognition of their efforts in this sphere.

Whilst rewarding positive behaviour is embedded in the School’s ethos, a fair and consistent sanction system is required to balance this when pupils ignore this ethos and choose to behave badly. There are support systems in place for pupils who find it difficult to make appropriate choices regarding behaviour. Form teachers, or in more serious cases, the Deputy Head Pastoral, spend time with pupils and parents giving advice for good behaviour. Where appropriate external support from an educational psychologist or another agency may be advised.

ORGANISATION

The Role of the Pupils

- Adhere to the Prep School’s Code of Behaviour
- Share and celebrate successes of themselves, peers and school community
- Assume responsibility for their own work, make their own choices, and accept the consequences.
- Be communicative, respond politely, listen to others and respect differences
- Have an active voice in decision making

- Demonstrate good manners by taking turns, respecting others' space and work, addressing adults appropriately and sharing
- Have consideration for their own safety and the safety of others
- Be reflective and critical thinkers, developing appropriate learning and life skills
- Be able to turn to a member of staff for support if they are struggling to manage behaviour independently
- Be caring and fair in their friendships
- Respect school property
- School Council involves children with decision making concerning the Behaviour Policy and is a forum for the discussion of issues and problems as they arise.

Role of the Teachers and Learning Assistants

- High expectations of behaviour are made clear through praise, discussion, rules and the setting of clear boundaries. A "name the behaviour you want to see" strategy is used.
- Deal with inappropriate behaviour in a constructive way; talking to the children in a calm, quiet manner, in an atmosphere of trust and openness.
- Refrain from using labels to stigmatise individual pupils or groups/classes of pupils.
- Ensure the Code of Behaviour is adhered to and that their classes behave in a responsible manner at all times.
- The form teacher ensures that pupils are aware of the Code of Behaviour and Anti-Bullying Policy. We do not tolerate bullying of any kind and have a zero tolerance to child-on-child abuse.
- Staff share concerns over individual children formally during weekly meetings and informally as matters arise
- Make reasonable adjustments relating to pupils with special educational needs/disabilities according to the Equality Act 2010. Liaise with LED regarding strategies relating to specific behavioural needs.
- At the end of the year, inform pupils' next form teacher about any behaviour issues which have arisen, referring to the Pupil Profile notes on iSAMS. When a pupil leaves the school, form teachers will pass relevant pupil information on to their next school.
- In order to avert immediate danger of personal injury or injury to others, physical intervention is allowable. If physical intervention is required, the parents will be informed on the same day or as soon as reasonably practical. The incident will be recorded on the Physical Restraint Log.

Role of the Deputy Head Pastoral

- Support the staff by ensuring the Behaviour Policy is implemented consistently throughout the school
- Discuss pupil behaviour with parents
- Monitor effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements
- Inform the Head of the Prep School of any serious incidents of misbehaviour
- Liaise with the Deputy Head Teaching & Learning and Admissions in the acquisition of information pertaining to new pupils pastoral/behaviour issues

Role of the Head of the Prep School

- Ensure the health, safety and welfare of all pupils

- Has an 'open door' policy; parents, staff and pupils may share any concerns with her whenever she is available
- Is informed of concerns regarding behaviour from the Deputy Head Pastoral
- Informs the Head of the Senior School of any serious incidents of misbehaviour

Role of the Parents

- To support their child's education and to cooperate with the school.
- To support the school's reward and sanction scheme

Pupils with Special Educational Needs and/or Disabilities

In accordance with the Equality Act 2010, when implementing the Behaviour Policy, consideration is given to the individual needs (academic, physical, behavioural and emotional) of the pupils and reasonable adjustments are made. Staff should consult the pupils' records on iSAMS and IEPs (where appropriate) for more information.

Pupils suffering from mental health issues

The School accepts that the mental health of some pupils is affected from time to time by their personal circumstances and during times of stress, allowance may be given in mitigation. The School must be alert to such instances. We can do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise.

Physical Intervention

In EYFS, KS1 and KS2 corporal punishment is not used or threatened. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of staff including all those acting in loco parentis, such as unpaid volunteer supervisors. To avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child themself), the school applies guidance contained in the Physical Restraint Policy and the DfEs advice for schools on the use of reasonable force.

If physical intervention is used on a child in EYFS this should be recorded and parents should be informed on the same day or as soon as reasonably practicable.

Liaison with Parents and/or other Agencies

Where appropriate, the school will liaise with parents/carers and other agencies such as medical services and educational psychologists.

Confiscation of Property

A member of staff may confiscate a pupil's property when on school premises or on a school activity as punishment if she/he has reason to believe that property concerned is dangerous, obscene, stolen, prohibited or illegal or the pupil's use of such property threatens the good order of the school. Mobile devices may be confiscated if deemed necessary. A search of a pupil's possessions will only be carried out in the pupil's presence and in the presence of an additional member of staff. Confiscated property

may be returned to the pupil or their parents unless it is considered harmful or illegal. In this case, parents/guardians will be informed.

Searching a pupil

A member of staff may search a pupil with their consent for any item banned by the school. A pupil may be searched without their consent if there are reasonable grounds to suspect that they are in possession of a prohibited item. In this circumstance a search may be carried out provided that:

- It has been authorised by the Head
- If it involves a search of clothing it is restricted to outer clothing
- It is carried out by a member of staff of the same sex as the pupil and in the presence of another member of staff (of the same sex).

Transition

At the end of each year in the class handover meetings, time is spent discussing the personal development of each pupil. This includes any behavioural issues which may have occurred during the year. For those pupils moving onto a new school, the form teacher completes a reference which refers to any significant behavioural matters.

Please also refer to:

- Anti-Bullying Policy
- The Code of Behaviour
- E- Safety Policy
- Disciplinary Procedures
- Safeguarding Policy
- Physical Restraint Policy
- EDI Policy

REWARD SCHEME

AIMS

The aim of the reward scheme is to promote positive behaviour and attitudes to work amongst children and foster 'team spirit' as points are accumulated for their house. Individuals are rewarded for their personal achievements and significant effort. We have developed our reward system so it encourages pupils to develop habits that are essential for effective learning, such as perseverance, collaboration and curiosity. House points are awarded for excelling in any effective characteristic of learning, as well as for sharing initiative and contributing positively to others.

- The house points' board displays running totals for each house.
- At the end of each term the winning house is awarded a privilege e.g. a day wearing house colours
- The house points' board is changed at the end of each term giving the children a fresh start.
- Pupils in Key Stage 1 and Key Stage 2 are awarded house points for good behaviour and effort in their learning.
- House points may be issued directly on to the classroom house points chart which are then transferred on to an electronic spreadsheet shared with all staff members. Any member of staff is able to award a pupil a house point.
- In KS1, House Points may be represented in the form of a visual aid within the classroom.
- House points are accumulated every week and the running totals are announced by the house captains in the Head Teacher's Award assembly every week.
- At the end of each term the house with the winning total receives a house treat, such as a home clothes day.
- House points are also issued for Head Teacher's awards, Commendations and inter-house competitions.
- In EYFS & KS1, Head of Pre-Prep Awards are given out regularly for exemplary behaviour/learning. They are awarded in the form of certificate during the weekly Pre-Prep assembly.

In EYFS praise is given "in the moment" for good behaviour. This may be in the form of an action e.g thumbs up, a verbal acknowledgement or sticker.

SANCTION SCHEME

AIMS

To encourage children to accept responsibility for their behaviour, providing opportunities to make positive choices and allowing time for children to exercise self-control and to rectify poor behaviour. Where poor behaviour is the result of conflict, our aim is to provide children with the skills required to resolve the conflict amicably through the use of a restorative approach (see Appendix 4).

Anti-Bullying Strategy

Proactive Strategies

- designed to prevent bullying
- whole school strategies : adult role modelling of possible relationships/communication/restorative ethos and culture
- classroom strategies : cooperative group work, circle times, PSHE curriculum One Decision
- playground strategies : training staff on duty, clear expectations given to pupils
- peer support strategies : buddy scheme, big sibling little sibling

Reactive strategies

- direct sanctions (non-relational bullying eg physical)
- restorative approach (relational bullying)

Please refer to anti-bullying policy on website.

ORGANISATION OF SANCTIONS

EYFS & KEY STAGE 1

- Reinforcement of good choices are made through positive praise and good role modelling.
- If minor poor behaviour occurs, pupils will be given a firm, verbal warning, and expectations of behaviour explained.
- If after a verbal warning, 'poor behaviour' continues the concept of consequences will be discussed and parents will be informed.

KEY STAGE 2

- If poor behaviour occurs a clear reminder is given of the behaviour/action expected from the pupil and a penalty point is issued at the same time by a member of staff and recorded on iSAMS. In Year 3, penalty points are not given out in the first half of the term – just warnings, until October half term.
- Form teachers monitor these records and once a pupil has accumulated 5 penalty points they will be given a 'Timeout'. A 'Timeout' is 15 minutes exclusion during a morning break time and is supervised by the form teacher.

This may involve doing jobs around the school such as litter clean-up, washing paint brushes, sharpening pencils etc.

- If poor behaviour persists, and a further 5 penalty points are accumulated, the pupil's parents will be notified and the pupil will have to attend detention. This involves half hour exclusion during a lunch break and will be supervised by the Deputy Head Pastoral and supported by the Head.
- At the beginning of each term, the penalty points revert to zero. However, an iSAMS report will be run and an electronic copy kept by the Deputy Head Pastoral. Those who have accumulated 'Timeout' or Detention will be added to individual Pupil Profile notes in iSAMS and the School's behaviour log. In addition a record of detentions is maintained by the Deputy Head Pastoral.
- On a termly basis, the SMT review the record of penalty points and detentions alongside the e-safety, bullying and child protection logs.
- In cases of severe behaviour such as bullying, including (prejudice based and discriminatory) online or face-to face , these issues are dealt with immediately and the pupil will bypass Timeout and be given an automatic detention if deemed appropriate.

- Examples of low- level poor behaviour/discipline
  - Talking/not concentrating in lessons after reminders
  - Back chatting to staff
  - Hanging around in classroom/cloakrooms at break times
  - Wearing of incorrect uniform or wearing uniform incorrectly
  - Late homework (no letter/email)
  - Continuous missing essential items of PE kit (no letter/email)
  - In school building (not morning care) before the school day begins
  - Hanging around school building at break
  - Misbehaving (e.g. talking in assembly)
  - Being late for lessons or delaying going out to break
  - Poor manners, such as not excusing themselves politely from a club when they cannot attend
  - Wearing incorrect shoes outside at break time
  - Having incorrect equipment/lack of equipment in lessons
  - Running/talking too loudly in corridors
  - Not following school procedures regarding Health & Safety

- Pupils who are found to have made malicious accusations against staff will be subject to severe disciplinary action which may result in suspension or expulsion. Please refer to the safeguarding policy.
- The school does not use corporal punishment.

FURTHER ACTION APPLICABLE TO ALL PUPILS

- If the poor behaviour continues, the Head may exclude the pupil from particular school activities (e.g. attending trips, watching a school play, taking part in an assembly). In some cases it might be appropriate to apply specific support strategies such as allocating a member of staff or an older pupil as a mentor or using a report card. Outside agencies such as counsellors, educational psychologists, medical profession etc. may be consulted for advice and/or

practical support. If appropriate, the Local Authority Designated Officer should be contacted (See Child Protection Policy).

- If the behaviour does not improve to the requisite standard, further disciplinary action will be taken by the Head which will involve suspending a pupil from school and in severe cases expulsion. Such sanctions may be applied when pupil are found to have made malicious accusations against staff.
- Pupils who are found to have made malicious accusations against staff will be subject to severe disciplinary action which may result in suspension or expulsion.

EYFS & KS1 Behaviour Ladder (Actions and Consequences)*

Severity	Action of Pupil	Consequences/Strategies
STEP 1 (Low)	• fiddling with resources • silly noises/actions • not sitting on the carpet/chair properly • pushing in line • disturbing others • interrupting other pupils/teacher • snatching toys/equipment • not sharing, excluding others • unkind words to another child	• praising others close by, articulating why you are praising them • Use of self-fulfilling prophecy • eye contact – stern look, raised eyebrow • assertive body language/gesture • a firm reminder of expectations/rules • direct back to chair/back of line • show visual cues of what's expected e.g. 'good sitting' card.
STEP 2 (Med)	• deliberate disruption to lessons/other students on a regular basis • disrespectful behaviour, rude to another child/adult • consistent, low level behaviour • ignoring instructions • wandering off during carpet, focus group • deliberate pushing/hitting of another child/adult • throwing of small objects e.g. toys, food • consistent unkind words to another child • swearing	• name/pause technique • move to another seat • "Thinking Time" (1 minute per yr. of age). If during playtime, sit them on a bench or hold their hand. • class teacher has informal meeting with parents if this re-occurs • if behaviour continues to persist after the informal meeting with parents then Head of EYFS/Head of KS1 to meet with parents. Any continuation after that would involve the Head of Pre-Prep.
STEP 3 (High)	• physical behaviour that results in a mark, e.g. biting, punching, scratching, kicking, etc. • theft • intentionally damaging school property/other student's property • refusal to follow instructions/carry out the learning • bullying • racism	• Involve Head of Pre-Prep • Formal meeting with parents • lunch/playtime exclusion • Possible individual behaviour plan
STEP 4 (Severe)	• unsafe behaviour • deliberately leaving the class/school without permission • threatening behaviour • physical aggression • repeated bullying	• school isolation and letter/formal meeting with parents, daily behaviour report • Involve the Head of Prep • letter/formal meeting with parents; suspension or exclusion

*NB: These steps should be taken into consideration for all age groups within the EYC and applied from Nursery age onwards. This applies to lessons, playtime and activities.

Prep School Behaviour Ladder (Actions and Consequences)*

Severity	Action	Consequence/Strategies
STEP 1 (Low)	• fiddling with resources • silly noises/actions • out of their seat unnecessarily • pushing in line • disturbing others • interrupting other pupils	• praising others close by, articulating why you are praising them • eye contact – stern look, raised eye brow • assertive body language/gesture • a firm reminder of expectations/rules • direct back to chair/back of line • verbal warning
STEP 2 (Medium)	• deliberate disruption to lessons/other students on a regular basis • disrespectful behaviour • swearing • interrupting the lesson/teacher • consistent, low level behaviour • ignoring instructions • deliberately not adhering to the school uniform expectations	• Penalty Points are issues accordingly
STEP 3 (High)	• theft • use of a mobile phone in school • damaging school property/other student's property • refusal to follow instructions/carry out the learning • bullying • racism	• Involve the Deputy Head Pastoral • TimeOut or Detention, depending on offence • possible isolation
STEP 4 (Severe)	• unsafe behaviour • leaving the class/school without permission • threatening behaviour • Physical aggression • abusive behaviour	• Detention • Involve the Head of Prep • internal exclusion and letter/formal meeting with parents, daily behaviour report • letter/formal meeting with parents; suspension or exclusion

* The skill of the member of staff in judging the context/tone of behaviours will sometimes be a factor when interpreting this table.

Restorative Approach

At Headington Prep we use a restorative approach to deal with behaviour that results from conflict situations and helps to develop a healthier learning environment, where children learn to take responsibility for their own behaviour.

When using the restorative approach, we encourage the pupils to think about what they need in order to move on from an incident, or what they need to do to avoid something happening again. We also encourage them to think about, and listen to, the needs of others. In identifying these needs and values, we avoid assigning blame and punishment by creating an environment where children involved in conflict reflect, repair and avoid repetition of the same behaviours.

The process follows 5 simple and effective steps:

1. Unique perspectives: “What happened?”
   - This step is based on the technique of active listening to understand the perspective of each child involved.

2. Thoughts and feelings: “What were you thinking? How were you feeling?”
   - This step helps individuals to process what has happened.

3. Harm and Effect: “Who has been affected? How?”
   - This step helps to develop empathy through reflection and identify all those who have been affected.

4. Underlying Needs: “What do you need to feel better?”
   - This step involves getting to the heart of which need/s are not being met (eg. support; acceptance; recognition; understanding; tolerance; love…)

5. Ownership of problem solving and solutions: “What needs to happen to move things forward?”
   - This step includes the development of a SMART practical action plans with each pupil involved, that look to the future and result in a resolution to the conflict.