



# Homefield Preparatory School

## Whole School Behaviour Policy

### **Introduction**

Homefield Preparatory School aims to encourage boys to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our boys is key to their development. The School aims to teach trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious boys, who are motivated to become life-long learners. The School develops qualities of teamwork and leadership through its extensive programme of extra-curricular activities.

Homefield Preparatory School is an inclusive community. We welcome boys from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, equipped to take their place in the modern world. This policy applies to all sections of the School: the Lower School (Reception and Years 1 and 2) and the Senior Department (Years 3 to 8).

To address the vulnerability of children with a disability, staff will seek guidance on working with children with a disability from external agencies, parents / guardians and the children themselves.

### **Code of Conduct**

Homefield Preparatory School's community of governors, staff, parents and boys adhere to an established routine and code of conduct, rather than to lists of rules. Homefield Preparatory School sees education as a partnership and believes that it is not necessary to restrict the young boys' freedom with a great volume of rules. Boys are asked to follow our classroom codes, posted in classrooms, and as printed in the Senior Department boys' diaries. These codes are established in practice through assemblies, the PSHE programme of study, and the example set by staff. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. The Code of Conduct for staff is integral to the School's Safeguarding Policy. The School expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

We expect boys to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.

Everyone has a right to feel secure and to be treated with respect at Homefield Preparatory School, particularly the vulnerable. Harassment and bullying will not be tolerated. Our anti-bullying policy is available on our website. The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation or physical disability or learning difficulty.

We expect boys to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School Attendance Policy. They should care for the buildings, equipment and furniture. The School expects boys to behave at all times in a manner that reflects the best interests of the whole community.

### **Involvement of Parents and Guardians**

Parents and guardians who accept a place for their son at Homefield Preparatory School undertake to uphold the School's policies and regulations, including this policy when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

The School is always happy to consider suggestions from parents and hope that parents find the School responsive and open-minded.

### **Unexplained Absences**

The School will always telephone a boy's home on the first day of an unexplained absence in order to make sure that the boy in question has not suffered an accident. It is the School's policy usually not to allow holiday to be taken during term time. In exceptional circumstances, permission for absence may be granted by the Headmaster following submission of the 'Application for Leave of Absence during term time' (available from the School Office). Further information is provided in the School Attendance Policy.

### **Involvement of Pupils**

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council which meets regularly.

### **Respect for Self**

Everybody should:

- Behave in a sensible and appropriate manner

## **Respect for Others**

Everybody should:

- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Keep to and enforce the School dress code
- Help to prevent all forms of bullying
- Behave with the health and safety of others in mind
- Behave helpfully and responsibly

## **Respect for the Environment**

Everybody should:

- Treat their own property and the property of others with care
- Treat the school buildings, contents and grounds with care

## **Senior Department**

It is important that every opportunity should be taken to encourage and reinforce positive behaviour and all members of staff show consistency in their approval/disapproval to the boys.

Staff reinforce positive behaviour by awarding House Points which are added up at the end of each term, culminating in the House Points House Cup competition. The boys scoring the highest number of House Points in each year group are awarded a certificate at the end of term assembly. Staff may also award the boys courtesy counters if a boy demonstrates great empathy and manners to others. These counters are placed in the House box and feed into the end of term House Point totals: announcements and a reward for the House is presented at the end of each term.

## **House Points**

House Points are recorded on a central record electronic file and monitored by form teachers, Heads of Year (HOY's) and the Deputy Head. The House Point will also appear on the SIMS Parent App in order to give parents instant feedback

They may be awarded for:

- Very good or improved standards of work or performance
- Presentation of work and uniform
- Very good or improved behaviour
- Kindness or consideration to others

- Initiative
- Leadership
- Good manners
- Good organisation
- Very good or improved effort
- Contribution to school life
- Contribution to assemblies
- Representing the school, e.g. music or sport
- One House Point may be awarded for playing in a school team
- Any other behaviour or attitude that we wish to reward and encourage

At the end of each week, boys who have performed particularly well are mentioned in assembly and those boys that the HOY's deem to have performed particularly well will receive a commendation email from their respective HOY. At the end of each term, boys may be awarded a bronze, silver or gold award for gaining the required number of House Points. This is based on a percentage depending on the size of Year Group.

In addition to House Points, a CREST may be awarded for exceptional effort and achievement. At the discretion of the individual teacher, a Crest may be given for conspicuous academic work of a more extended nature or for projects. Teachers may also award a Crest for sustained effort in a particular subject area. A teacher may also reward pupils for drama and sporting achievement. Where applicable, the work should be stamped with the Crest and four extra House Points should be awarded.

A boy who earns three Crests within a year will be presented with an Achievement Badge by the Headmaster in assembly.

- Staff are encouraged to place greater emphasis on the rewards for good work and behaviour.
- At the end of each term, certificates for good citizenship are given in assembly for each tutor group.

### **Managing everyday incidents**

- Staff are encouraged to reward the positive whenever possible. A key objective is helping children learn from the incident, including strategies to help them operate independently should a similar problem occur.
- Staff dealing with the incident should stress that it is the behaviour that is unacceptable and then if possible suggest strategies to help boys manage their own behaviour in a similar context.
- Misconducts are recorded for each boy on the electronic behaviour file. It is important to record them for monitoring purposes. The misconduct will also be shared with the boy's parents via the SIMS Parent App for instant feedback.
- When using the conduct pages, staff should ensure that the individual is aware of what is being recorded and why.

When applying sanctions, please be aware of the individual, especially any boy that has been highlighted as a concern. The staff member applying the sanction should try to ensure that the boy understands that it is the consequence of the negative behaviour and that they are expected to think about alternative positive behaviours. Staff are encouraged to seek guidance from HOY's and the Deputy Head if there is any uncertainty about the correct course of action and record key behavioural issues on MyConcerns.

## **Misconducts**

There are 4 main categories in which to record a behaviour management.

'R' Reflection time for being off task or poor behaviour and not regulating that behaviour

'A' Academic misconduct for not following instructions or completing work as desired

'P' for any minor breaches of the school rules

'B' major breach of school rules

'X' severe forms of misconduct, such as aggression toward another boy

**Category 'R'** is the precursor to a full misconduct. It is given for low-level poor behaviour that is unbecoming of a Homefield boy. Prior to being administered reflection time, the boys have the chance to self-check their behaviour and regulate it. If there is a continuation of this low-level poor behaviour the boy will be entered into reflection time with the Deputy Head at break. During reflection time, boys will complete a sheet explaining why they have been placed in reflection time and how they might moderate their behaviour in the future. After 3 reflection time sessions in a half term, a misconduct will be administered.

**Category's 'A & P'**, are a minor misconduct in which the focus is initially on monitoring by the subject teacher and the individual's tutor. If a boy receives five minor misconducts by staff, the parents are informed via email, by the form tutor, indicating why the child has been given a particular misconduct. At all times the teacher will discuss the misconduct with the boy and indicate any interventions that may be required. If there is a pattern of misconducts emerging then the HOD, HOY or Head of SEN/D should be consulted to help with intervention. This intervention should be appropriate to the boy and his circumstances. It should be targeted at helping the boy to change and is successful if the boy avoids or reduces the repeat offences. In time, this intervention might involve using a Report Card, school time detention and/or contacting parents further for support.

**Category 'B'** is for serious misbehaviour for which a verbal reprimand or an 'A & P' are judged by staff to be insufficient. If a member of staff feels a pupil deserves a 'B' then they must consult the HOY prior to giving the misconduct. If, after consultation, the 'B' is ratified then the HOY should arrange a lunchtime detention with the pupil. The teacher that has given the 'B' should email the parent informing them why the misconduct has been given and what action will be taken. In some cases, where it is felt the boy will benefit from it, he will be put on a Report Card, and will be monitored on a particular targeted aspect, such as behaviour or homework completion for a short while, usually one

or two weeks. The use of a 'B' should be seen as significant and should only be issued following a clear warning and consultation with the relevant HOY.

If a boy receives three 'B's, the tutor will issue a Detention Form (available from the Deputy Head, notifying the parents, with at least 24 hours' notice, of the school's intention of keeping the boy in after school Detention.

**Category 'X'** is for an incident, which is cause for such concern that recording it as a 'B' is judged by a member of staff to be inadequate. Examples might include acts of physical aggression or significant dishonesty.

We do not tolerate acts of physical aggression between members of the Homefield Community. If a boy is seen to, or it is discovered that, a boy has been physically aggressive or has used any form of physical contact (intentionally pushing, hitting, slapping, kicking or bundling) towards another boy no matter what the situation or provocation, then that boy can expect to receive an 'X' and be punished accordingly. If a member of staff feels a pupil deserves an 'X' then they must consult the Deputy Head prior to giving the misconduct. If, after consultation, the 'X' is ratified then the pupil will be dealt with by the Deputy Head in accordance with this policy. The Deputy Head will inform the parents.

If it is appropriate, such incidents should be recorded on an Incident Form, accompanied by the boy(s) written account, and given to the Deputy Head.

If there are repeated and continued examples of rule breaking or low level disruptive behaviour, then these incidents will be treated as a whole and therefore considered a serious breach of our codes of behaviour.

Where persistent poor behaviour remains a concern, the Head of SEN/D may be consulted for their advice and intervention required. In some cases, special support can be given, such as social skills or anger management sessions, run by the Head of SEN/D. A mentor may also be assigned to particular individuals should this be considered necessary.

### **Behaviour Contracts**

If an individual's behaviour continues to be a concern, then with the agreement of the School, the parents or guardian of the boy and the boy himself, he will be given a contract with agreed sanctions and rewards.

It is expected that a boy who has received two detentions will subsequently be placed on a behaviour contract for two weeks. A recurrence of unacceptable behaviour, within or subsequent to the two-week period, will result in suspension.

**Disciplinary Steps**  
**Misconduct Disciplinary Steps**

<b>Offence</b>	<b>Sanction</b>
1 A/P	Subject teacher or form tutor Detention or appropriate task (break of lunchtime)
5 A/P's or 1 B	Head of Year Detention
10 A/P's or 2 B's	Deputy Head Detention
3 B's or 1X	After school Detention – possible Report Card
3 B's or 1X (second offence)	After school Detention – Report Card (one or two weeks)
Further 3 B's or X	Internal suspension – 1 day Behaviour Contract for one week
Behaviour Contract broken	Internal suspension – 1 day Behaviour Contract for two weeks
Behaviour Contract broken	External suspension – 1 day Behaviour Contract
Behaviour Contract broken	External suspension – 2 days Behaviour Contract
Behaviour Contract broken	External suspension – 3 days Behaviour Contract
Meeting with the Headmaster	Possible Permanent Exclusion

**Lower School: Years 1 and 2**

Years 1 and 2 of the Lower School, follows the same behavioural policy as the rest of the school. We promote the classroom code of conduct, which parents are made aware of, and ensure that the behaviour of the boys around the school is conducive to keeping them safe.

Expectations of behaviour are appropriate to the age of the boys and the staff actively encourage the boys to behave with consideration and thoughtfulness towards each other.

The staff encourage and reward helpful behaviour through positive reinforcement. The boys are given stickers, which they collect in an album, for a variety of reasons. A "Homefield Hero" which recognises a myriad of achievements, is chosen each week and presented with a certificate in a School Assembly.

In the Summer Term of Year 2, boys are allocated into Houses, as an introduction to the Senior Department. They are rewarded with House Points, and these are collated recorded on the central monitoring system.

Every form teacher records any incident of unacceptable behaviour on the School's management information system: SIMS and MyConcern. These are monitored and discussed at department meetings. These incidents are also discussed regularly between the Head of Lower School and the Deputy Head. If there is a persistent pattern of poor behaviour, parents will be consulted and strategies put in place to try to help the boy move in the right direction. In a small number of cases, a boy will be put on a Report Card for a short length of time. This will provide him with an achievable goal and will be monitored by the form teacher, the Head of Lower School and the parents.

As in the Senior Department, where persistent poor behaviour remains a concern, the Head of SEN/D will be consulted and their advice and intervention required. A mentor may also be assigned to particular individuals should this be considered necessary.

### **Lower School: Reception**

The Reception classes follow the same behavioural policy as the rest of the school which focuses on the positive reinforcement of socially acceptable behaviour.

Expectations of behaviour are appropriate to the age and stage of development of the boys. Even the youngest boys are encouraged to behave towards each other with kindness and consideration. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Opportunities are taken throughout the day to promote each boy's sense of self-worth through giving attention and praise.

We explain to the boys why some forms of behaviour are unacceptable and hurtful to others. Instructions given to boys are simple and clear and explanations are always given to why something should be done. Negative language is avoided as far as possible but, when behaviour is unacceptable, it is made clear that it is disapproved of.

If any boy appears to have a persistent behaviour problem, it is investigated fully to determine the cause and to put in place strategies to address the problem. Parents will be fully involved in this process.



## **Procedures**

Staff should use a firm tone and remain calm when dealing with a behavioural issue. They should withdraw a boy from an activity and ask him to sit out for a short period of time. If necessary, the teacher should speak to the parent at the end of the day. Persistent problems should be referred and discussed with teachers and parents.

## **The Lower School and Senior Department**

### **Suspension and expulsion**

The Whole School Behaviour Policy is available on the School website, and all parents and boys should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- drug abuse;
- alcohol and tobacco abuse;
- theft;
- bullying;
- physical assault/threatening behaviour;
- sexual harassment;
- racist or sexist abuse;
- sexual misconduct;
- damage to property;
- persistent disruptive behaviour
- malicious allegations against staff

In applying sanctions, especially those with serious consequences, we undertake reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

### **Suspension**

In the event of particularly serious breaches of the behavioural code or by failing to moderate behaviour that has resulted in detentions, it may be necessary to suspend a boy. Suspension will either be:

**Internal suspension** – the boy is withdrawn from all contact with other boys during the school day and he should work under the close supervision of the Headmaster or Deputy Head.

**External suspension** – the boy is excluded from school for a defined number of days (fixed term). The School, as a final resort, may consider permanent exclusion if all other measures have failed to resolve the problem.

Following two instances of internal suspension, a boy will be externally suspended for a fixed term which will be notified to parents.

In the event of a fixed term exclusion being imposed by senior staff, the boy's parents will be contacted immediately and a letter sent home outlining why the sanction has been imposed, how long the exclusion will last and the date the boy will be expected to return to school. The boy and their parents will meet the Headmaster or Deputy Head for a re-inclusion interview at the start of the morning of the next school day immediately following the completion of the period of exclusion. The purpose of the re-inclusion meeting will be to review why the sanction was imposed, what can be done to support the boy and their parents so that the behaviour is not repeated and to reinforce the gravity of the sanction. An example of such support could be the drawing up of a behaviour contract between the boy, the parents and the school.

The School, as a final resort, may consider permanent exclusion if all other measures have failed to resolve the problem.

### **Physical Restraint**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a boy in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a boy from doing or continuing to do" any of the following:

- *"Committing 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"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the Headmaster has authorised to have control or charge of pupils"*

Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. It is important that professional judgement is used as to whether the use of physical restraint is appropriate. Guidelines are set out in the Association of Teachers and Lecturers' Guidance entitled 'Restraint' which includes:

- *"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"*

Every member of staff will inform the Headmaster immediately after he/she has needed to restrain a boy physically. The School 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 a regime for managing that individual boy's behaviour.

### **Corporal Punishment**

Under Section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited at Homefield Preparatory School.

### **Teaching and Learning**

Homefield Preparatory School aims to raise the aspirations of all its boys and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Boys are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. The School's teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the School expects every boy to co-operate and to work hard.

### **Support for Staff**

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour.

Support is available at every stage and in every situation. Rather than work in isolation it is much better to seek help and use the procedures that exist. A number of staff will have dealings with a given student or group of students and there will be information available that could prove useful in assisting your classroom management.

## **Teaching staff**

Enlisting a senior colleague to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all students know what is expected of them.

For further information, please refer to 'DfE 2016, Behaviour and Discipline in Schools'.

## **For parents**

Use of the form tutor as a point of contact may prove beneficial as they can provide a wide overview of a boy's behaviour. Heads of Year, the Deputy Head or any member of SMT can be approached to provide support and to discuss an issue.

## **Complaints**

The School hopes that parents will not feel the need to complain about the operation of its Behaviour Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's complaints procedure is on our website. Printed copies are available upon request. We undertake to investigate all complaints and to notify you of the outcome in accordance with the School Complaints Policy. We maintain records of complaints in line with the Data Protection Policy after your child has left our school.

## **Equality Statement**

Homefield Preparatory School is committed to ensuring that equality is incorporated across all aspects of its development. Homefield Preparatory School respects the rights, dignity and worth of every person and will treat everyone equally regardless of age, ability, gender, race, ethnicity, religious belief, sexuality or social/economic status. Homefield Preparatory School is committed to everyone having the right to enjoy their schooling in an environment free from threat of intimidation, harassment and abuse. All school members have a responsibility to oppose discriminatory behaviour and promote equality of opportunity. Homefield Preparatory School will deal with any incidence of discriminatory behaviour seriously, according to school disciplinary procedures.