



# Homefield Preparatory School

## Whole School Behaviour Policy

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### Introduction

Homefield Preparatory School encourages 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 our boys is key to their development. The School teaches trust and mutual respect for everyone. It believes that positive 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 both curricular and 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 (Nursery, Reception, Year 1 and Year 2) and the Upper School (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.

**Homefield Values** (poster shown on the last page of this document)

- Respect
- Kindness
- Integrity
- Endeavour
- Resilience

Our five Homefield Values are integral to the success of the school. Homefield Preparatory School's community of boys, staff, parents and governors follow these values. The

Homefield Values are posted in every classroom in the school, and are written in the Upper School boys' diaries. Additionally, they feature in other areas of school life, for example they are on display in the school minibuses. The Homefield Values are established and reiterated in assemblies, form times and the PSHE programme of study. They form the basis of our interactions about positive and negative behaviours, and staff model the values to the boys.

The School expects the highest 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. Homefield takes safeguarding extremely seriously. Our Safeguarding Policy is available on our website, and our safeguarding posters are in every room in the school, so all are aware of our safeguarding protocol. Additionally, 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 not to allow holiday to be taken during term time. In exceptional circumstances, permission for absence may be granted by the Head following submission

of the 'Application for Leave of Absence during term time' (available from the school website). 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. Boys are voted on the School Council by their classmates, and swap each term, ensuring many boys have the opportunity to be a voice for their form.

### **Reward: Courtesy Counters, Dojo Points, House Points, Crests and Badges**

Staff reinforce good manners and courtesy by awarding Courtesy Counters to boys. These counters are deposited on the house boxes in the Lower Library. At the end of each term, totals are added to the House Points total to reveal the term's winning House.

Dojo Points are used in our Lower School to reward positive behaviours. We recognise that younger boys require more extrinsic rewards than older boys, so Dojo Points ensure our Lower School boys receive lots of rewards without undermining the hard work of our Upper School boys, who work hard to earn House Points. Therefore, for every ten Dojo Points a boy receives, he earns one House Point. A Lower School boy can also earn House Points directly for positive behaviours in the same way our Upper School boys can.

House Points are awarded to boys for effort or work. They are recorded on SIMS and monitored by Form Tutors, Heads of Year (HOYs) and the Assistant Head Pastoral. 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
- Displaying the Homefield Values
- 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
- Any other behaviour or attitude that we wish to reward and encourage

For exceptional or outstanding effort or work, often sustained over a period of time, staff may award boys a Crest. Crests are worth four House Points, and are recorded in boys' diaries. For every three Crests a boy receives in one subject, he earns a subject badge to wear on his blazer. For every three Crests a boy receives across more than one subject, he earns an Achievement badge to wear on his blazer.

Staff are welcome to use their own reward systems to suit the age and interests of their class. For example, sticker books and marble jars are effective motivators in our Lower School.

### **Head of Year Commendations**

In assembly each Friday, the Heads of Year award a Homefield Hero certificate to one or more boys in each year group who have performed particularly well that week. There may be a theme across all year groups, for example a certain Homefield Value being focused on that week. Or the Heads of Year may choose their own reason for awarding each certificate based on feedback from the wider staff. Boys receiving a Homefield Hero award are given two House Points.

### **House Star of the Week**

Every week, the Heads of House decide on their Star of the Week – a boy who has been a standout member of their house that week. These boys are awarded a certificate in assembly each Friday. Boys receiving a House Star of the Week award are given two House Points.

### **The House System**

The house system plays a huge part in everyday school life, as well as our reward and sanction system. All boys and staff are allocated a house, with siblings and family members being placed in the same house as each other. Our four houses are: Bomfords, Ellis, Grays and Walfords. All of these houses are named after an important figure in the school's history. The four Heads of House instil pride in their house amongst the boys, motivating them to do as well as they can to earn rewards. In assembly each Friday, the weekly House Point totals are announced, and the winning house gets a reward that lunchtime. At the end of the autumn and spring terms, the termly winners are announced.

At the end of the summer term, the winning house for the entire year is announced, and the shield engraved.

### **Sanction: The Four Rs – Remind, Reset, Reflect, Restore**

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.

When boys do not meet our expectations, sanctions will depend on the severity of their behaviour. Our Behaviour and Consequences Chart (shown on pages 10 and 11 of this document) shows potential behaviours (but is not an exhaustive list) and outlines the possible consequences, based on which category the behaviour falls in to. Our restorative behaviour approach ensures boys are given the time and space to reflect on their behaviour, build upon or repair relationships and ultimately learn from their mistakes to ensure the Homefield Values are embodied by all.

The Four Rs for managing negative behaviour are: Remind, Reset, Reflect and Restore. For low-level behaviours, boys are given a 'Reminder' to correct their behaviour, which falls in to the Level 1 category. If the low-level behaviour continues, or for Level 2 behaviours, boys are given a 'Reset Point'. Reset Points are monitored by the Heads of Year, and when cumulative totals are reached, they are escalated to Level 3. For more severe behaviours requiring Head of Year involvement, or for repeated Level 2 behaviours, boys are given a 'Reflection Time' with their Head of Year (Level 3). At Level 4, the 'Reflection Time' is with the Assistant Head Pastoral. For Level 5 behaviours, the 'Reflection Time' is with the Head. Underpinning Remind, Reset and Reflect, is the fourth R of Restore. Ultimately, we ensure boys understand the impact of their actions on others, which values they did not meet, how to make amends and how to ensure that the same mistakes are not made in the future. Behaviours in Level 3 and above are always recorded on MyConcern and communicated to parents, and the withdrawal of privileges, a behaviour report and suspension may be considered.

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

## **Suspension and expulsion**

All staff, parents and boys should be aware of the more serious sanctions, including suspension and expulsion that the Head 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 Reflection Times, 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 Assistant Head Pastoral.

**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 Head or Assistant 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.

## Behaviour and Consequences Chart

<b><u>Level 1</u></b>	<b><u>Level 2</u></b>	<b><u>Level 3</u></b>	<b><u>Level 4</u></b>	<b><u>Level 5</u></b>
<ul style="list-style-type: none"> <li>• Low level disruption to lesson (out of seat, shouting out, distracting others)</li> <li>• Not following instructions</li> <li>• Lack of effort</li> <li>• Running in corridors</li> <li>• Interfering with others' playground games</li> <li>• Untidy, incorrect or missing uniform</li> <li>• Not following Homefield Values (minor)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated behaviour from Level 1</li> <li>• Severe disruption to lesson</li> <li>• Negative comments towards or about others</li> <li>• Damaging property (careless/accidental)</li> <li>• Interfering with others' belongings</li> <li>• Invading personal space</li> <li>• Pushing/shoving (minor)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated behaviour from Level 2</li> <li>• 2 Reset Points in a day, 3 Reset Points in a week, 5 Reset Points in a half term</li> <li>• Damaging property (reckless/deliberate)</li> <li>• Physical aggression</li> <li>• Pushing/shoving (major)</li> <li>• Dishonesty (minor)</li> <li>• Unsafe/dangerous behaviour (minor)</li> <li>• Inappropriate language</li> <li>• Not respecting personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated behaviour from Level 3</li> <li>• 2 Head of Year/Phase Leader Reflection Times in a week or 3 in a half term</li> <li>• Bullying</li> <li>• Aggressive, abusive or threatening language to boys</li> <li>• Disrespecting staff</li> <li>• Vandalism</li> <li>• Defiance</li> <li>• Physical aggression (major - kicking/punching)</li> <li>• Dishonesty (major)</li> <li>• Unsafe/dangerous behaviour (major)</li> <li>• Swearing</li> <li>• Theft</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated behaviour from Level 4</li> <li>• 2 Assistant Head Pastoral Reflection Times in a term</li> <li>• Racism</li> <li>• Aggressive, abusive or threatening language to staff</li> <li>• Bringing the school into disrepute</li> <li>• Inappropriate touch or sexual harassment</li> <li>• Physical aggression (severe - excessive force)</li> <li>• Fighting</li> <li>• Deliberately endangering others</li> <li>• Truancy</li> <li>• Unsafe/dangerous behaviour (severe)</li> <li>• Invading privacy of staff</li> </ul>
<b><u>Consequences</u></b>	<b><u>Consequences</u></b>	<b><u>Consequences</u></b>	<b><u>Consequences</u></b>	<b><u>Consequences</u></b>
<b><u>Remind</u></b>	<b><u>Reset</u></b>	<b><u>Reflect: Head of Year/Phase Leader</u></b>	<b><u>Reflect: Assistant Head Pastoral</u></b>	<b><u>Reflect: Head</u></b>
<ul style="list-style-type: none"> <li>• Verbal warning given ("Reminder"), boy told continuation will result in a Reset Point. Reminder linked to Homefield Values.</li> <li>• Communication with Form Tutor for follow-up and monitoring if required</li> </ul>	<ul style="list-style-type: none"> <li>• Reset point given</li> <li>• Five-minute time out if required</li> <li>• Discussion about behaviour linking to Homefield Values</li> <li>• Communication with Form Tutor for follow-up and monitoring if required</li> <li>• Form Tutor to contact parents if repeated behaviours occur</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Time with Head of Year/Phase Leader at break time or lunch time</li> <li>• Reflect upon behaviour linking to Homefield Values</li> <li>• Contact with parents</li> <li>• Removal from situation e.g. break time</li> <li>• Behaviour report</li> <li>• Withdrawal of rewards e.g. Enrichment Time</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Time with Assistant Head Pastoral at lunch time</li> <li>• Reflect upon behaviour linking to Homefield Values</li> <li>• Internal Suspension (short-term) and accompanying letter to parents</li> <li>• Contact with parents/meeting with parents</li> <li>• Behaviour report</li> <li>• Withdrawal of privileges e.g. roles of responsibility, school representation, clubs etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Time with Head at lunch time or after school</li> <li>• Reflect upon behaviour linking to Homefield Values</li> <li>• Internal Suspension (long term)</li> <li>• External Suspension (short or long term)</li> <li>• Letter to parents</li> <li>• Meeting with parents</li> <li>• Behaviour report</li> <li>• Withdrawal of privileges e.g. roles of responsibility, school representation, clubs etc.</li> <li>• Involvement of external agencies e.g. Police</li> <li>• Home-School Agreement</li> </ul>
<b><u>Record Keeping</u></b>	<b><u>Record Keeping</u></b>	<b><u>Record Keeping</u></b>	<b><u>Record Keeping</u></b>	<b><u>Record Keeping</u></b>
Teacher's records	Reset Point document Head of Year's/Phase Leader's records	Reflection Time document MyConcern	Reflection Time document MyConcern	Reflection Time document MyConcern
<b><u>Restore</u></b>				
Boys are given the time and space to reflect on their behaviour, build upon or repair relationships and ultimately learn from their mistakes to ensure the Homefield Values are embodied by all.				

## Behaviour and Consequences Chart

<b>Level 6</b>
<ul style="list-style-type: none"><li>• Repeated behaviour from Level 5</li><li>• Deliberate breaking of Home-School Agreement</li><li>• Criminal behaviour</li></ul>
<b>Consequences</b>
<b>Reflect: Head</b>
<ul style="list-style-type: none"><li>• Involvement of external agencies e.g. Police</li><li>• Permanent exclusion</li></ul>
<b>Record Keeping</b>
Assistant Head Pastoral's records MyConcern

# HOMEFIELD VALUES



RESPECT



KINDNESS



INTEGRITY



ENDEAVOUR



RESILIENCE

*Inspiring Boys — Hearts, Heads, Hands*