

ABBOTSHOLME

AN EDUCATION FOR LIFE

Prep School Behaviour Management Policy

Aim:

To promote a calm, purposeful atmosphere across the school and raise expectations of behaviour and attitudes towards learning in a positive and supportive manner.

To promote the Abbotsholme School values and British values by displaying and celebrating the positive behaviour in the school.

In Class:

All children in the Prep school follow the whole school values of honesty, respect, humility, integrity and courage and experience the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are promoted daily throughout our classrooms and are celebrated weekly via our tree of values which highlights where children have shown these values in or even outside of school. This respect of our community and family is embedded through the positive reinforcement shown by the use of praise by teachers, teaching assistants, parents, family and peers. The school tries to see the positive aspects and only uses sanctions where necessary.

Examples of Positivity and Rewards:

Verbal praise	Staff actively praise positive behaviour, manners, dress and work ethic
Written comments	Comments in books and the school planner to reinforce positive behaviour, work ethic, manners
Stickers, badges and stamped work.	Staff use stickers for individuals who demonstrate good work in a particular subject or praise effort and manners.
Star of the Week Certificate/Stickers	Presented in Chapel each week.
Positions of Responsibility	For Y6 pupils who demonstrate consistently positive behaviour and are positive role models for their peers and younger pupils. School council members selected from Year 1-Year 6.
Peer self-assessment	Lots of opportunities to share and celebrate work. Peer assessment in subject areas to give two stars and a wish.
School Values Leaves for our Value tree in the	Pupils demonstrating the school values are awarded leaves in our weekly Celebration Assembly.

INDEPENDENT BOARDING AND DAY SCHOOL FOR BOYS AND GIRLS AGED 2 – 18

Abbotsholme School, Rocester, Uttoxeter, Staffordshire, ST14 5BS: Telephone 01889 590217: Headmistress Mrs H Wilkinson
Telephone: +44(0)1889 590217 enquiries@abbotsholme.co.uk www.abbotsholme.co.uk

Registered in England No. 11250194 • Registered Office: Abbotsholme School, Rocester, Uttoxeter, Staffordshire ST14 5BS

Reviewed by RB, Acting Head of Prep (15.1.24)

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Prep entrance (And then in the Prep Hub)	
Raffle tickets	In work, through verbal communication and in using school values children can acquire raffle tickets which are entered into a draw each week to win a prize from the prize box.
Playground behaviour rewards	Recognition of positive behaviours to others as seen by teachers observing break/dinnertimes. Prize box prize awarded.
House points	Through written work or through verbal feedback children can gain house points which are then awarded to their house team of Wainwright and Palmer.
Reader of the week award	Presented in the celebration chapel to the reader in Prep who has put in lots of effort in that week and has used the whole school target questions.
The Clarkson award	Presented in the celebration chapel to a class in Prep for their behaviour in the dining room.

Sanctions:

The Prep school operates a card system if sanctions are needed.

Step one: Verbal warning

Cards usually occur following a verbal warning to the child about the undesired behaviour. Examples where warnings may be given involve aspects such as answering back, using undesirable words, disrupting the lesson, being unkind verbally to others, not working to potential in or out of class and not following school values.

Step two: yellow card

This is given to the child for continuing the undesired behaviour. The yellow card is recorded by the teacher on the behaviour tracker on Teams. The child then misses part of their next break to discuss how they can improve their behaviour next time. The teacher who has given the yellow card emails or communicates with the Head of Prep so that they are aware that a child has received one. Parents are informed.

Step three: Verbal warning

After a yellow card, another verbal warning should be given before a red card is used. This is for continuing the behaviour or showing other undesirable negative behaviour.

Step four: Red Card

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The same procedure applies for a red card as a yellow card, other than the child misses all their break. If this is persistently done a child may have their choice of activities reduced at the end of the day. Parents are informed.

Monitoring the Sanctions:

Red and yellow cards are monitored in staff meetings weekly and children who are a concern will be considered for a well-being plan where further needs, sanctions and rewards may be applied. Parents and guardians are informed verbally or via email if children have had yellow or red cards so that they can be supportive to the school and issues can be addressed promptly.

Exceptions to the Sanction steps:

A warning may not be given if a behaviour is deemed dangerous by the child displaying the negative behaviour. This may result in a yellow or red card being issued without a warning. This is at the teacher or teaching assistant's discretion but examples of this type of behaviour may include physicality which is not accidental, persistent unkindness verbally to another child and damage to school or personal property which is not accidental.

Consistent concerning behaviour:

If a child is unresponsive to the card system in class and is persistently showing undesirable behaviour the following will apply:

Monitoring of behaviour to look for patterns.	Specific behaviour monitored by class teacher and brought to the Head of Prep's attention at staff meetings.
Well-being plan implemented by all stakeholders; Head of Prep, class teacher, parent and child.	All stakeholders agree on a plan to improve undesired behaviour and the steps to be implemented and support required by all. Time frame implemented. Weekly behaviour chart may be needed Reviewed at least half termly. Communication by class teacher to parents about progress.
Persistent or serious lapses in behaviour / work ethic despite repeated sanctions to try to modify this.	Loss of privileges; role of responsibility / exclusion from sports match/ removal of choices for activities in period seven. Pupil referred to Head of Prep as appropriate and case conference with parents. Agreement of stringent action plan for management of behaviour / academic progress. Child may be sent home for rest of day.

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In rare and exceptional circumstances; continued inappropriate behaviour or lack of progress in areas needing attention	Child may be sent to the Head of School. Parents will be met with to discuss further actions. This may lead to a child being suspended from school or excluded.
Serious misbehaviours	All serious misbehaviours are recorded via the schools safeguarding procedures using the My Concern log or in the behaviour log on Teams if the issue is not safeguarding related.

If all the above have been followed, the Head of school, Deputy Head and Head of Prep will meet with parents to discuss any further actions required.

Individual Needs and Circumstances

This policy is there to be a guide rather than a rigid rulebook and requires staff professional discretion and wisdom. There are pupils whose needs or circumstances must be taken into account when implementing the School's Behaviour Policy. Pupils with Special Educational Needs (SEN) or children who are vulnerable/have safeguarding needs. Pupils in these groups may at some point require the school to take account of their individual needs and circumstances when applying the school's Behaviour Policy. Staff must ensure that all teachers are made aware of any pupils who require special consideration. This does not exclude them from the behaviour policy but requires teachers to apply it with empathy and with consideration for the needs of the child and the whole class. If a child becomes physical with others, then staff will always use the minimum amount of physical intervention required to keep the pupil safe and then only as a last resort, after a range of de-escalation, diversionary and calming techniques have been employed. Corporal punishment is prohibited and staff are fully aware of their safeguarding standards.

Resources:

School value leaves

Raffle tickets and prizes.

Stars of the Week Certificates for living the school values.

Prize box awards.

Clarkson award.

Star reader award.

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