



# **Behaviour and Discipline Policy**

## **Including EYFS**

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<b>Policy owner:</b>	Deputy Head, Pastoral

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# **I. Introduction**

At Stonar we are committed to providing a safe and secure environment for all members of the community. We expect everyone to behave with consideration and respect for others, regard for public safety and adherence to the law. Both academically and socially Stonar has the highest expectations of pupils. Our mission is to prepare each student to live successfully in a globalised world by furnishing them with the skills and attitudes to flourish academically and personally.

A number of separate School policies (detailed below) outline our precise expectations in related areas and these should be read in conjunction with this policy:

The School's Terms and Conditions  
Child Protection and Safeguarding Policy  
Policy on Disciplinary Exclusions  
Car policy for Sixth Form Drivers  
Policy on use of Reasonable Force

Drugs Policy  
Code of Conduct and Pupil Expectations  
ICT Acceptable Use Policy  
School Dress Code  
Search Policy

## **2. What is Good Behaviour?**

In the Senior School the behaviour ethos is underpinned by the three core values of respect, resilience and integrity. These are coupled with the expectation for every pupil to be mindful of our overall principles to 'Be Kind, Work Hard, Be Involved and Shape the World.'

In the Prep School the behaviour ethos is underpinned by the 'personal goals' of which there are nine attributes (enquiry, communication, cooperation, reflective thinker, resilience, global readiness, morality, adaptability and respect). We encourage pupils to understand these values and to live them out in their daily lives.

Our values are shared, reinforced and communicated to pupils regularly in assemblies, tutor periods, anti-bullying days, through the posters displayed around school and all staff are expected to be role models for the values of the school and as part of their induction in to the school.

The school aims to promote self-discipline and personal resilience. We expect good behaviour to be the norm and we believe pupils should be held responsible for their behaviour.

### **2.1 Expectation of Pupils**

We expect pupils to choose to:

- i. Maintain proper standards of courtesy, punctuality and dress.
- ii. Arrive at lessons / activities on time, fully equipped and ready to learn and engage.

- iii. Demonstrate respectful behaviour at all times and be sensitive to the needs of others within the School, their peers, younger and older pupils, staff, visitors and people from the local community.
- iv. Adhere to the behaviour expectations outlined in the Pupil Code of Conduct.

## **2.2 Expectation of Teaching Staff**

We expect teaching staff to:

- i. Meet and greet pupils at the door and oversee their entry into the classroom.
- ii. Model positive respectful behaviours and build positive supportive relationships with their pupils.
- iii. Follow all guidance in KCSIE 2024 including a zero-tolerance approach to abuse and to challenge any inappropriate behaviour or 'banter'.
- iv. Plan lessons that engage, challenge and meet the needs of all their pupils.
- v. Utilise pupil profile information to effectively support and engage those pupils with SEND.
- vi. Retain ownership of their classroom and behaviour within it and engage in reflective dialogue with pupils.
- vii. Utilise the daybook system to reward good work or behaviour and communicate good and poor behaviour (to parents and staff).
- viii. Remind pupils of their previous good conduct to prove that they can make good choices.
- ix. Endeavour to prevent poor behaviours rather than relying on sanctions.
- x. Be aware of pupils' behaviours and effectively utilise School behaviour policies.
- xi. Never ignore or walk past pupils who are behaving badly and to actively intervene when poor
- xii. Behaviour is observed.
- xiii. Have a context sheet and seating plan for all classes that are updated termly/periodically.

Staff are on duty at break and lunch and have a visible presence around school. Staff actively engage in supporting pupils in celebrating pupil's achievements and working with those who require support in making better future decisions and time to reflect on poor behaviour choices.

We have our own systems of rewards and sanctions, appropriate to the different age ranges in the school. These recognise that a framework is necessary if everyone is to be supported and allowed to develop in a secure community. Rewards and sanctions will be applied fairly and consistently and we seek to promote the positive within clearly defined expectations. When things go wrong, guidance and support are present through our pastoral systems. Sanctions should not degrade pupils. Stonar does not use corporal punishment.

CCTV is used on site and if required will be reviewed by a member of the Executive Management Group and house parents to investigate behaviour issues, it may be used as a tool for reflective practice with pupils but is not shared more widely than this.

In any case when physical restraint of a pupil is required, for their own or another individual's safety, or a search of property is required staff will follow the school's Policy on the use of Reasonable Force and Search Policy which exist as separate documents and are available on request from the school office.

### **3. Discipline, Rewards and Sanctions in the Senior School**

#### **3.1 Rewards**

At Stonar we believe that rewards are far more effective than sanctions. Recognising and rewarding achievement, endeavour and positive behaviour is central to our values.

#### **3.2 Merits**

Merits are awarded by staff to pupils in all year groups for a pupil's effort, based on: taking responsibility, attitude to learning and attitude to prep, as well as their attainment in classwork or prep. More than one merit may be awarded for an excellent piece of work or demonstrating excellent achievement or effort over a series of pieces of work and therefore warrants greater praise. Pupils may also receive a Head's Commendation for an outstanding piece of work (three merits awarded). These are mentioned at assembly and a certificate is presented by the Head. Merits and Commendations are recorded on Daybook, and individual and House totals are calculated each week for celebrating at assembly. When a pupil reaches 25, 50, 100, 125, 200, 250 and 300 merits in a single academic year, or 10 merits within a week, parents will receive an email informing them of their child's progress. Awards (a certificate and badge) are gained at 50 (Bronze), 125 (Silver), 200 (Gold) 300 (Platinum) and these will be presented by the Head in assembly. All merits will also count towards the overall House Trophy.

#### **3.3 School Colours**

School colours are awarded to both day pupils and boarders in the Senior School for their contributions to the life of the School. This may include performances in inter-house competitions, carrying out duties or any other consistently positive contribution.

#### **3.4 Sports Colours**

Full and half colours are awarded to pupils who have represented the School in sports fixtures whilst showing an excellent commitment to training and performing to a high standard in matches.

#### **3.5 Communication of Information**

Staff may report positive contributions and achievement, as well as incidences of poor behaviour by using the Daybook function of the School data management system (SchoolBase). Daybook entries are circulated to tutors, house parents, members of the pastoral and

leadership team and any other appropriate staff. 'Good', 'Concern' daybooks are also visible to parents.

## **4. Sanctions & Actions (Senior School)**

The aim is to provide a clear policy for staff on how to respond consistently to pupil misbehaviours. We want pupils, parents and staff to have a discipline system which is transparent, understandable and fair.

The sanctions/actions below can be utilised for all Senior School pupils and the expectation is that all pupils will be accountable for their own actions. Pupils should conduct themselves properly and adhere to the School Code of Conduct. Any sanction imposed or actions taken by staff may take into account other factors which may be relevant at the time but this will be at the discretion of the Head and Senior Deputy Head and Deputy Head (Pastoral).

### **4.1 Sanctions or Actions - Utilised by all Staff**

- i. Verbal warning / reprimand (recorded and circulated to relevant staff via Daybook).
- ii. Removal from lessons/clubs/activities.
- iii. Routine tasks on yard or School.
- iv. Restorative Justice session.
- v. Mediation session between peers.
- vi. Lunchtime Detention for missed prep and repeated lateness (recorded and circulated to relevant staff via Daybook).

### **4.2 Sanctions or Actions - to be Issued by Specific Staff only**

- i. After School Detention (issued by a member of SSLT or Head of Key Stage (Pastoral)).
- ii. A period of reflection with a member of SSLT (issued by a member of SSLT).
- iii. Mentoring by a member of SSLT.
- iv. Report cards (issued by houseparent, Head of Key Stage or a member of SSLT).
- v. Period of gating for boarders (issued by Houseparents or a member of SSLT & letter home to parents from the pupil's houseparent).
- vi. Withdrawal of offsite privileges / loss of privileges.
- vii. Internal / external exclusion (duration will depend upon severity of offence, phone call or meeting with parents) (Issued by Senior Deputy Head or Deputy Head (Pastoral) following consultation with the Head).
- viii. Permanent exclusion / Expulsion (Head).

Further information on fixed term exclusions (suspension) or permanent exclusion (expulsion) can be found in the School's Policy on Disciplinary Exclusions.

### **4.3 Detentions**

If a pupil fails to meet prep deadlines or completes insufficient work in a lesson the teacher will issue a lunchtime detention (catch up session), informs the pupil of date and time of detention and records this on Daybook.

Incidents of poor behaviour in lessons may result in verbal reprimands, removal from classroom or being sent to work in another room. In the event of very serious incidents of poor behaviour a member of SSLT should be contacted. More serious offences may automatically accrue an after-school detention. Detentions take priority over any non-paid for activity.

Staff can find further guidance for managing behaviour in the 'Protocol for managing behaviour in the Senior School'.

## **5. Discipline, Rewards and Sanctions in the Prep School**

Pupils are expected to conduct themselves properly and uphold the Stonar Prep Rules of being Ready, Respectful and Safe. Children are also expected to strive towards the Personal Goals (Resilience, Communication, Respect, Morality, Enquiry, Global Readiness, Reflective thinker, co-operation and adaptability). Any sanction imposed may take into account other factors which may be relevant at the time but this will be at the discretion of the Head or Head of Prep.

Staff are expected to be calm and consistent when supporting children who are struggling with behaviour choices.

Children have the right to learn in a safe environment where they are valued, respected and can learn to the best of their ability.

Staff have the right to be spoken to with respect and to teach in an environment free from disruption caused by children's behaviour.

Parents and Guardians have the right to know their children are treated fairly, with respect and within a safe environment. They are entitled to be notified early of any behaviour problems and to be given the opportunity to help the school to address their child's behaviour.

Through this promotion of positive behaviour, it is our aim to maintain a happy school where children and adults flourish.

For simplicity and clarification, the Prep School Behaviour Categories at Stonar document (see Appendix 2) provide a succinct overview and guide to the rewards and sanctions procedures within the Prep School. Further explicit, detailed information can also be found below.

### **5.1 Reward Systems at Stonar Prep and Pre-Prep**

Rewards should be desired by all, hard to get (this varies), instant, acknowledged publicly and reviewed regularly:

- i. **Verbal Praise** (School Day & Boarding). Sometimes a ‘well done’ or similar positive comment can mean more than an award.
- ii. **Merits** (School Day). Merits can be awarded for academic work or good behaviour. The teacher maintains a record of these on SchoolBase. The table below outlines how positive consequences and merits are awarded. The total merits awarded to each house are collated and shared each week.

Head’s Commendation: <b>3 merits</b>	Awarded to recognise academic achievement. This may be for one fantastic piece of learning or significant effort put into academic pursuits.
Personal Goal Award: <b>3 merits</b>	Awarded to recognise children going over and above when showing one or more of the personal goals.
Postcards home: <b>2 merits</b>	Postcards will be sent home to recognise a variety of positive behaviours either academic personal or social.
Merits <b>1 or 2</b>	Awarded to recognise positive behaviour choices.
Recognition Board	Each class has a recognition board with all the children’s names. Teachers may move a child up to recognise positive choices. These may be general “good behaviour” These may be focused on particular behaviours on which that class are working. When a child is recognised a certain number of times they receive a merit.

These awards are not dependent on academic ability or achievement although ‘effort’ should be rewarded as a behaviour. Awarding merits should ideally take into account the Prep School’s personal goals and be awarded for demonstrating them. Examples of acts that warrant a merit would be; holding doors for others, helping younger children, volunteering, letting others take a turn before you, lending someone equipment, good table manners and helping a new pupil. Individual high achievers may be acknowledged in assembly when house scores are announced. There is also a series of competitions i.e. house spelling, sports, quiz etc that contribute towards the grand total.

- iii. **Certificates / Prizes and Awards** (School Day & Boarding), Colours (School Day) & Commendations (School Day). Certificates, prizes and awards may be awarded for a variety of personal achievements. Examples are; Heads Commendations, Personal Goal Awards. Colours are awarded by the Team coaches.



- iv. **Stickers** (School Day). Stickers tend to be awarded to younger children as a reward. Staff may issue stickers for a variety of reasons and may use personalised stickers that are commercially available. This may enhance marking. Pupils who display 'blue' level 'outstanding' behaviour may visit the Head of Prep or Head for a special sticker.
- v. **Written Comments Home** (School Day). Staff may write a note and send it home either in book bags or through the post to commend good behaviour to a parent. vi. **Telling Parents Directly** (School Day & Boarding). Regular communication between staff / houseparents and parents is encouraged. Staff / houseparent's will endeavour to talk to the parents of each child in their form as regularly as possible. This communication should involve positive feedback whenever possible.
- vii. **Special Privileges and Class rewards** (School Day). Form tutors may decide that a special privilege is appropriate. There are certain jobs that children enjoy doing that could be utilised i.e. operating the screen in assembly. This would have to be thought through on an individual basis. Whole class privileges may be awarded where a teacher deems it appropriate for a class to work towards shared goal (e.g. class party, movie afternoon).
- viii. **Year Six Responsibilities** (School Day). Year six responsibilities change each term. Each pupil is a School Leader and has special responsibilities such as IT Room Monitor, Librarian, Pre-Prep Class Monitors, Sports Ambassadors, Playground Buddies, etc.

## 5.2 Sanctions (Prep School)

This policy is in place to provide clear guidance to staff pupils and parents regarding the use of sanctions.

Appendix I outlines the scripted response staff should follow when supporting children who are making poor choices.

The system of sanctions is progressive and should be unwanted by the pupils. Sanctions are in place to cover low level disruptive behaviour as well as serious one off indiscretions and accumulated offences. Our expectations are that all behaviours meet the standards set out by use of Personal Goals; particularly – Respect and Morality. Behaviour that falls beneath those expectations should be addressed by this sanctions policy.

Teachers should always endeavour to follow the Prep School Behaviour Categories document (see Appendix 2) when applying sanctions. In reality, the vast majority of indiscretions are low level and should be dealt with by the staff member instantly using these documents as a guide.

When selecting strategies staff should always refer to the Schools' policy for dealing with conflict between pupils. Sanctions must be age related and always be behaviour focused. Sanctions should be delivered within the spirit of restitution and resolution (helping the child to choose a better course of action if there is a next time) and in a calm and controlled manner that enables the pupil to retain their dignity. Children should always be given the opportunity to explain their actions and to seek solutions.

Staff are advised to complete the thinking about my choices document (Appendix 2 following poor behaviour choices that focus on the following questions.

- i. What caused me to be here?
- ii. What rule was broken? iii. What can I/we do to put it right?
- iv. What will I do differently next time?

If appropriate, parents should be informed about the behaviour concern on the same day as the sanction is issued. If the member of staff issuing the sanction is unsure this is necessary, they must seek the advice of the Head of Prep. It is appropriate to inform parents if the behaviour falls within levels 3 to 6.

Endeavour, where possible, to speak to the child privately so they retain dignity. Explain to them what is inappropriate about their behaviour and how they can improve. Make the behaviour unacceptable not the child e.g. “The rule your broke was being safe. I don’t like the behaviour but I do like you”.

### **5.3 Recording Sanctions**

The issuing member of staff completes a Daybook entry. In the boarding houses sanctions issued are also recorded in the House Sanctions Log.

Daybook entries are circulated between a pupil’s teacher / form tutor / Head of Early Years and Head of Prep as well as the Houseparent of boarders.

For day pupils, the form tutor and the Head of Prep keep a log of how many negative Daybook entries have been recorded for each pupil as a means of tracking patterns.

Pre-Prep: due to the young age of the children in Pre-Prep, the teacher may use their discretion in the application of the policy.

The class teacher is responsible for effective use of the scripted response. In cases of extremely poor behaviour where a child is not safe or disruptive a member of SSLT can be called for assistance.

The class teacher will complete the “thinking about my behaviour” form to reflect with the child following poor behaviour choices. This is always completed for L3+ - teachers use discretion for when this is appropriate for L1/2.

The class teacher will always record on Daybook the incident of poor behaviour and the actions taken and will review day books and the cumulative totals of sanctions accrued by pupils, liaising with Head of Prep with any concerns about regular behaviour patterns.

## 5.4 Contacting Home

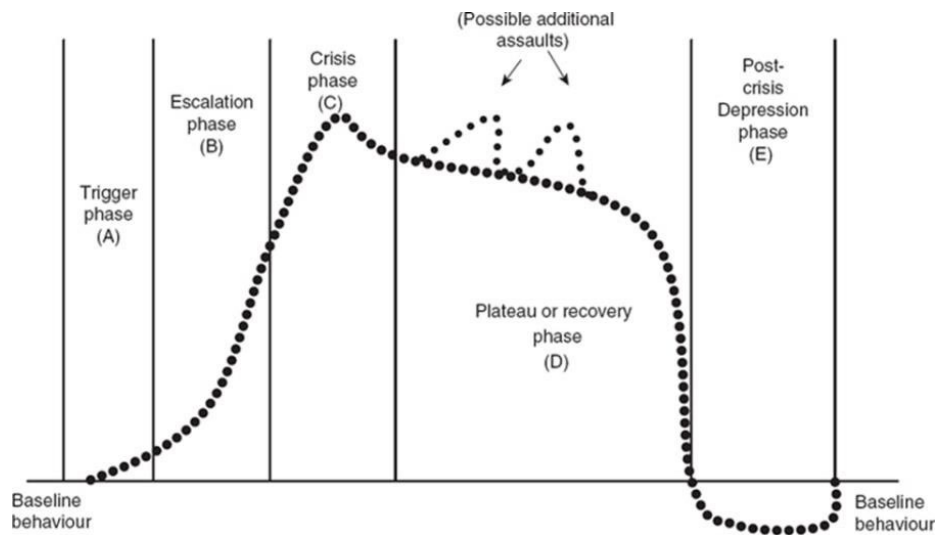
Parents must be informed of any behaviour that reach L2+ in the table below.

1. Reminder	The rule you are breaking is being (ready, respectful, safe). Show me how we ( <i>sit, walk, listen, are <b>safe, respectful, ready</b></i> ) at Stonar Prep. Thank you. Give take up time.
2. Caution	I notice you are still (.....) think about your next choice or we will have to ( <i>talk about it at break time</i> ).
3. Last Chance	I notice you are (.....) It was the rule of being ( <i>ready, respectful, safe</i> ) that you broke. Therefore you have chosen to ( <i>catch-up at lunchtime</i> ). Do you remember ( <i>last week</i> ) when you (.....) That is who I need to see in school today. Thank you.
4. Time Out	Time to calm.
5. Repair	Complete thinking about my choices form (with adult that witnessed poor behaviour).

## 6. Discipline, Rewards and Sanctions in the EYFS

At Stonar EYFS, we always look beyond the behaviour and remain emotionally available for children by engaging with them in a calm, kind, and empathetic manner.

EYFS staff understand that all behaviour is a form of communication, and do their best to unpick any triggers, patterns or hotspots in a child's behaviour. EYFS staff use the 'de-escalation toolkit' to understand how to support a child through a behaviour crisis.



## Methods

- i. The Nursery Manager has overall responsibility for issues concerning behaviour; this person is required to keep up to date with legislation and research and thinking on handling early years children's behaviour, and to meet regularly with the EYFS staff to discuss individual children and/or behaviour issues.
- ii. Require all staff, students and volunteers to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- iii. Expect all members of the Stonar EYFS community, including children, parents, staff, and students to consistently keep to these guidelines.
- iv. Recognise that codes for interacting with other people vary between cultures and require staff to be aware of and to respect these.
- v. When children are displaying a crisis or challenging behaviour, staff remain present with the child whilst they have 'time in'.
- vi. When the child has calmed down, we respond to behaviour using the 'calmness, kindness and correction' approach as appropriate: approach calmly, stopping any hurtful actions; acknowledge children's feelings with kindness; gather information; restate problem; ask for ideas/solutions and choose one together; be prepared to 'move on' and to give followup support.
- vii. We support children to identify and name their feelings using simple language such as "I can see that you felt angry", "it is ok to have big feelings but it is not ok to hit".
- viii. When the child has calmed down, we help them to find the feeling that prompted the behaviour, helping them to understand what happened and talk about the behaviour that is expected. We tell and show the child what they can do next time, and at times use visual aids to reduce anxiety. ix. We acknowledge that it can take 45-90 minutes for the body to return to normal function or baseline behaviour.
- x. We gently remind children of making "good choices" using the Prep School script of being ready, respectful and safe.

- xi. We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded in the Incident and Physical Restraint Record and brought to the attention of the Nursery Manager, Head of Prep, and a parent is informed on the same day, in line with the school policy on use of reasonable force.
- xii. We work in partnership with children's parents, e.g. parents are regularly informed about their children's behaviour to address recurring unacceptable behaviour.
- xiii. Incidents and behaviour involving other children are recorded using the EYFS NonAccidental Incident Record using the ABC tool; A – What happened before the behaviour occurred? B – What happened? C – What happened next?

Bullying involves the physical, emotional or verbal abuse of another child or children. We take bullying very seriously. The procedures and sanctions in line with the Stonar School Policy for dealing with Conflict between Pupils, are to be followed if bullying is suspected.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. However, if their behaviour fails to improve and we feel that children are at risk, the Head of Prep will be informed. Behaviour is categorised as in the Prep school (levels 1-6) and consequences will be decided based on the seriousness of the behaviour.

## **7. Representing the School**

The following includes, but is not limited to, Fixtures, Trips, DofE and inter/Intra School Events.

Representing Stonar School is a privilege which involves certain responsibilities and any pupil who is chosen to represent the School is expected to uphold the highest standards of behaviour in all areas of the School life and act with a high standard of personal integrity. Pupils must abide by the School's Code of Conduct for pupils and demonstrate appropriate respectful behaviour to staff, peers, and the wider public at all times.

The decision to make pupils ineligible to represent the School on certain School trips or activities be made by the School Management Team (PSLT/SSLT), in consultation with Houseparents, form tutors, Bursar (in light of any risk assessments) and the trip organiser. Each pupil's case will be dealt with on the basis of its circumstances.

Representing the School in one capacity does not automatically qualify a pupil to represent the School at another and the Head has the discretion to review each case on an individual basis.

The Executive Management Group will review the suitability of a pupil to represent the School on a trip or event if they meet one or more of the following criteria:

- i. Are in receipt of a personalised risk assessment.

- ii. Have been subject to a serious sanction (within the last school term).
- iii. Reside on the School Behaviour Log.

Pupils who are currently under a fixed term exclusion are not permitted to represent the School whilst subject to the period of exclusion.

Withdrawal of the place on a School trip / participation in a School event following selection may occur if in the opinion of the Executive Management Group, acting in good faith, the pupil has not complied with the obligations set above or has otherwise fallen below the required standards of conduct, or behaviour. A member of the Executive Management Group will communicate this to the parent/s of the pupil concerned and this will be followed up in the form of written notice.

## **8. Behaviour Changes in light of the COVID-19 Pandemic**

School acknowledges that children will have had a range of different experiences during the COVID-19 Pandemic, particularly during the lockdown period, which may have an impact on their behaviour presentation upon return to School. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For some pupils, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity continue to require additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- i. Anxiety; lack of confidence
- ii. Challenging behaviour; fight or flight response. (Including emotional responses such as displays of anger; shouting, crying)
- iii. Hyperactivity and difficulties in maintaining attention

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. Concerns should be recorded using the normal operating procedures – including Day Books and the My Concern system. The School will undertake appropriate assessment, including where applicable, individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary School will seek external support from other agencies such as Educational Psychologists or Early Help.

## **9. Stonar School Behaviour Log**

The Behaviour Log is designed to assist pupils in managing their day-to-day behaviour in School and understanding the effect that their behaviours have on others. The Behaviour Log when coupled with an effective home school partnership and positive pupil engagement has successfully supported pupils in turning around their behaviour in School. Pupils who have made errors of judgement in the past and spent a period of time on the Behaviour Log have still gone on to hold positions of responsibility (eg becoming Prefects) in the School.

Pupils are placed on their Behaviour log if their behaviours repeatedly fall below the standards expected by the School; or following an incident where behaviour has resulted in a period of internal /external exclusion or refection with the Deputy Head Pastoral / Head of Prep.

Pupils who ‘sit’ on the Behaviour Log meet regularly with the Deputy Head Pastoral / Head of Prep to discuss their behaviours and reflect on the decisions they have made. Pupils remain on the Behaviour Log for a minimum of one term or until they are able to maintain a ‘points total’ of between approximately 0-5 points for a protracted period of time (usually a term).

The Behaviour Log supports pupils in becoming accountable for their own actions. Good behaviour and sensible decisions are celebrated. The Behaviour Log is a numeric, points based system and all pupils on the Behaviour Log are allocated points for poor behaviours and lose points for those behaviours which are exceptionally good or helpful.

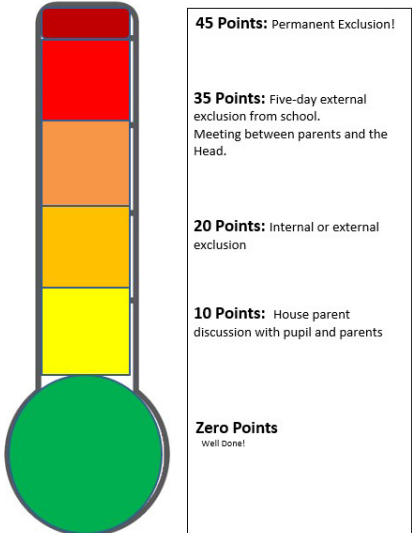
The Deputy Head Pastoral/Head of Prep allocates points in line with the tiers of sanctions below, making reasonable adjustments for pupils with SEND as necessary.

Pupils will have 1 point removed from their log total for 3 school days without any incidences of poor behaviour, if a pupil completes the remainder of the week without further incident a further point is removed.

Points will be removed for examples of positive behaviour which have involved a more than normal amount of effort i.e. a piece of work which has involved extra effort, helping out when volunteers have been asked for, etc.

When a pupil is placed onto the Behaviour Log, they meet with the Deputy Head Pastoral / Head of Prep who will explain the log system to them. In line with the stages of the Behaviour Log (below) a pupil’s parent is contacted by a member of the School Management Team and informed in writing, that their child has been placed on the Behaviour Log.

Subsequently behaviour points are discussed with the pupil and / or their parents depending on the age of the pupil concerned. All pupils start at zero points when placed on the Log, whatever background there may be to the decision. Whilst on the Behaviour Log pupils are encouraged to keep their points at zero, or as close as possible to this.



The Behaviour Log

Behaviour Monitoring / Report Cards work alongside the School Behaviour Log and pupils will continue to be subject to the usual School sanctions for any behaviour that fall short of the School's expectations.

### **10.1 Stepping Down / Coming off the Log**

Pupils who are placed on the Behaviour Log will remain on the Log for at least one full academic term; when the pupil has demonstrated they are capable of meeting the School's behaviour expectations over a protracted period of term (minimum one term) the School Management Team may decide to remove the pupil from the Behaviour Log.

### **10.2 Scholarships & Bursaries**

A pupil who is the subject of an Award is required to work hard, to contribute positively to the life of the School, to be a credit to the School and to set a good example to other pupils. If the behaviour of a pupil falls consistently below that of the Schools expectations, the award may be withdrawn in line with the document 'Scholarship, Exhibition or Bursary, Conditions of Award'.

### **10.3 Stages of the Behaviour Log:**

Stage 1:	0 points	Letter home to parents from Deputy Head Pastoral/ Head of Prep informing them that the pupil has been placed onto the behaviour log. Parents emailed weekly points totals
Stage 2:	20 points	Formal warning. Parental meeting/phone call with Deputy Head Pastoral/Head of Prep Probable external exclusion
Stage 3:	35 points	Final warning. Parental meeting called with Deputy Head Pastoral/Head of Prep and Head. Extended period of external exclusion from school
Stage 4:	45 points	Parental meeting with the Head. Probable permanent exclusion from Stonar

### **10.4 Tiers of Sanctions and Exemplar Behaviours:**

Level 1	<u>Points allocated 1</u> Unexcused lateness, inappropriate behaviour in Dining Room / corridors, Contravention of mobile device policy.
Level 2	<u>Points allocated 2</u> Repeated level 1 behaviours. Missing roll call / registration, passing on gossip. Use of offensive language.



- Level 3      Points allocated 3  
Lack of respect to others and / or their property, smoking/vaping (1st offence), inappropriate physical contact, missing detentions, lessons or games, defacing School property, copying work / plagiarism.
- Level 4      Points allocated 5  
Defiance or deception, public use of obscene language or gestures, possession of / or distribution of offensive material, possession of alcohol, bullying behaviour, verbally threatening behaviour, repeated misuse of the internet. Antisocial behaviour in a public place, or whilst travelling to or from school. Repeated level 3 behaviours.
- Level 5      Points allocated 10  
Intimidation/defamation of character, gross rudeness, stealing, vandalism, physical abuse and forms of peer on peer abuse, such as relationship abuse, gender based violence, serious or repeated bullying, sexual harassment, malicious accusations against other pupils.
- Level 6      Potential permanent exclusion please refer to the School's Exclusion Policy  
Supply or use of illegal drugs, extremist behaviours, serious or repeated violent behaviour, inappropriate sexual behaviour / sexual violence, possession of a prohibited weapon.

## **11. Monitoring Arrangements**

We will review this policy as guidance from the Local Authority or Department for Education is updated. At every review, it will be sent to Daniel Jones, Chair of the Board of Directors for approval.

## Appendix I: Prep School Behaviour Curriculum

"Why crush behaviour with punishments when you can grow better ones with love." Real Dads

Our school rules: we are...

Ready	Respectful	Safe
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Our personal Goals:

Resilience	Communication	Respect	Morality
Enquiry	Global Readiness	Reflective thinker	Co-operation
Adaptability			

Rewards:

Head's Commendation: <b>3 merits</b>	Awarded to recognise academic achievement. This may be for one fantastic piece of learning or significant effort put into academic pursuits.
Personal Goal Award: <b>3 merits</b>	Awarded to recognise children going over and above when showing one or more of the personal goals.
Postcards home: <b>2 merits</b>	Postcards will be sent home to recognise a variety of positive behaviours either academic personal or social.
Merits <b>1 or 2</b>	Awarded to recognise positive behaviour choices.
Recognition Board	Each class has a recognition board with all the children's name on. When a child is recognised a certain number of times they receive a merit.

Consequences – Please see Prep School consequences guidance

Class teachers:

- The class teacher is responsible for effective use of the scripted response. In cases of extremely poor behaviour where a child is not safe or disruptive, a member of SSMT can be called for assistance.
- Will complete the "thinking about my behaviour" form to reflect with the child following poor behaviour choices. This is always completed for L3+ teachers use discretion for when this is appropriate for L1/2.
- Always record on Daybook the incident of poor behaviour and the actions you have taken
- Review day books and the cumulative totals of sanctions accrued by pupils and liaise with SSMT with any concerns about regular behaviour patterns.

Contacting home:

- Parents must be informed of any behaviour that reach L2+ in the table below.
- All email communication with parents/carers should copied (Bcc) to the executive secretary (and Houseparent for boarders) to be placed on the pupil's record, please include SSMT for more serious incident.

1. Reminder	The rule you are breaking is being (ready, respectful, safe). Show me how we (sit, walk, listen, are safe, respectful, ready) at Stonar Prep. Thank you. Give take up time.
2. Caution	I notice you are still (unn) think about your next choice or we will have to (talk about it at break time).
3. Last chance	I notice you are (....) It was the rule of being (ready, respectful, safe) that you broke. Therefore you have chosen to (catch-up at lunchtime). Do you remember (last week) when you (unn) That is who I need to see in school today. Thank you
4. Time Out	Time to calm
5. Repair	Complete thinking about my choices form (with adult that witnessed poor behaviour).

## Appendix 2: Prep School Consequences Grid / Thinking about my Choices Grid



### Prep School Consequences Guidance

This document is for guidance only. It aims at consistency and fairness but it is not prescriptive and all members of staff are urged to use common sense, discretion and flexibility at all times in ensuring the good discipline of pupils. The circumstances of each misdemeanour must be taken into account, as well as any obolgies, contrition, honesty and cooperation after the event. This document should be used in conjunction with the Whole

School Behaviour and Discipline Policy, which can be found in the staff handbook (statutory policies section)

	Types of Offence	Examples of behaviours	Examples of Consequences	Addressed by...	Recorded on
Level 1	Offences which have little effect upon others	Poor listening Poor effort Negative attention seeking not affecting others Missing equipment	Follow scripted response Ignoring the attention seeking behaviour Positive reinforcement of good behaviour with other children Catch up with learning during play	Class teacher	Day book
Level 2	Anti-social behaviour, minor disturbances.	Silly behaviour Jostling/pushing/hurting Low level disruption Shouting/calling out Late finishing work due to poor behaviour and lack of focus in class (repeated L1 behaviour).	Follow scripted response. Catch up with learning during play Written or verbal apology Possible parental contact as a deterrent	Class Teacher	Day book
Level 3	Offences which cause disruption to others At this point Parents should be informed as a matter of course	Laughing at/undermining others Manipulating others Being disrespectful Excluding others rudeness to peers Misbehaviour in the playground / misuse of play equipment Defacing school property Poor/disruptive behaviour in class Name calling Repeated L1/2 behaviours	Follow scripted response. Parental contact Zoned play in a restricted / specific area of the playground Loss of playtime Asked to move to another seat in the class during the lesson. Time out in another class. Parental contact	Class Teacher / Head of Prep	Incident form completed and brief day book
Level 4	More serious offences	Defiance Obscene/Offensive language or gestures Deception Causing potential/actual harm to others. Intimidation Discrimination or Racism Bullying Repeated L3 behaviours	Follow scripted response. Internal suspension/exclusion Parental contact	Head of Prep / Snr Deputy Head	Incident form and day book
Level 5	Vary serious offences	Intimidation Gross rudeness Stealing Vandalism Physical abuse Deliberate threatening behaviour Inappropriate use of the Internet	Follow scripted response. Internal/ External suspension Parental contact	Head of Prep / Head	Incident form completed and brief day book
Level 6	Repeated vary serious offences.		Exclusion Parental Meeting	Head of Prep Head	Incident form completed and brief day book

The Headmaster reserves the right to intervene at any stage of these procedures.



### Thinking about my choices

Name:	Date:	Completed with:	Year:
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What caused me to be here?	
What rule was broken? What number behaviour was I?	
Who was affected?	

What do you think?
What can you/we do to put things right?
What will you do differently next time?

**Appendix 3: Protocol for Behaviour Management in the Senior School:** *This document is for guidance only. It aims at consistency and fairness, it is not prescriptive; all members of staff are urged to use common sense in ensuring the good discipline of pupils. The circumstances of each misdemeanour must be taken into account, as well as any reasonable adjustments (for SEND). This document should be used in conjunction with the Whole School Behaviour and Discipline Policy. All sanctions include educational and reflection conversations/work*

Tutors have pastoral and academic oversight for the pupils in their care. Houseparents' should be involved in communication for boarders and tutors and Houseparents' should work together to provide holistic care and support to these pupils and ensure effective and timely communication with parents. Daybooks (other than those listed as communication) are immediately visible to parents via SchoolBase portal.

**Managing low-level disruptive / poor behaviours in lessons:** staff should use a structure of two warnings followed by a consequence. Outlined below are examples of behaviour that would warrant a warning / sanction and examples of the sanctions that could be given. Each lesson is a clean slate for a pupil. Please have high expectations of pupils dress and behaviour. Pupils' should attend lessons with a ready to learn attitude. yes

Behaviour	First Warning	Second Warning with consequence reminder	Example of consequence (Class teachers: Daybook your actions)
Inappropriate use of equipment	Please stop doing that	Stop doing that or your equipment will be removed	Remove equipment
Disrupting the learning of others e.g. repeated talking / shouting out / making noises / disruptive behaviour	Stop doing (...that), thank you.	Stop ..... or you will be moved seat / sent to other teacher's class etc	Send pupil outside and then v. swiftly speak to them and readmit to lesson or move to another class / move seat if appropriate / request to meet with pupil at break or lunch to undertake reflective practice regarding their behaviour choices/contact reception who will ensure you are supported by a member of SSLT or member of AMT on duty. If behaviour persistently disruptive please flag this to Head of Key Stage or SSLT for their involvement as appropriate.

Behaviour	Action by 'class' teacher	Tutors / Houseparent
Missed prep, lessons or detention (with no reasonable excuse)	Verbal reprimand, issue detention & record on daybook (academic concern). Tell the pupil when their prep catch up detention with you is or their lunchtime detention is	Tutors will monitor missed prep and liaise with parents
Verbally threatening behaviour; public use of obscene language and gestures, swearing at staff , assault of another	Remove pupil from classroom to work in another class. Record on daybook & contact SSLT/member of AMT via reception if necessary	Tutor will follow up with pupil & further communicate with parents as necessary. Tutor to liaise with SSLT re: sanctions as appropriate.

### Class teachers:

- The class teacher is responsible for effective use of the 2 warning & consequence behaviour policy. If a pupil persistently disrupts learning of others, this must not be tolerated SEND THEM OUT to sit at the back of another classroom. In cases of extremely poor behaviour where this is not safe or effective a member of SSLT or member of AMT on duty can be called for assistance.
- **Always record on Daybook the incident of poor behaviour / missed prep and the actions you have taken.** Class teachers are responsible to supporting pupils with missed prep.

First warning  
Second  
warning  
Consequence

### Form tutors:

- Review day books and the cumulative totals of sanctions accrued by pupils and liaise with Head of Key Stage/SSLT/SENCo as appropriate if concerned.
- If pupils repeatedly missing prep this must be flagged and tutors should act swiftly to put support strategies in place for the pupils and where appropriate escalate to (houseparent if boarder) and SENCo for further advice if 'SEND'. Director of Studies and Senior Deputy Head also available for advice on this.

### Contacting home:

All communication with parents must go via the tutor unless previously agreed. All email communication with parents/carers should copied (*Bcc*) to the External Relations Coordinator (*and Houseparent for boarders*) to be placed on the pupil's record, please include SSLT for more serious matters.

## Appendix 4: Senior School Sanctions Grid

Level	Examples of offences	Action	Examples of possible sanction / consequence	Log Points / gating slots
Level 1	<p>Unexcused lateness / Poor time keeping Inappropriate behaviour in the dining hall / corridors / classroom / yard / house / bus (e.g. <i>eating, talking, fiddling with equipment</i>) Contravention of mobile device policy Leaving the tutor base in a mess Late work / missing Prep Leaving yard / tack room untidy Uniform/equipment infringement</p>	<p><b>Teacher / Yard Manager / Instructor:</b> verbally reprimand pupil, issue 'sanction' and record incident on daybook</p>	<p>Late detention Verbal reprimand Removal from lesson / yard etc if the 2 warnings have been issued Menial tasks on yard or in school e.g. tidy tutor's base, removal of gum (tasks must not be humiliating in their nature nor conversely bring prestige to the pupil) Confiscation of mobile device (for the remainder of the day) Lunchtime detention</p>	1 point 0 slots
	<p>Failing to sign out of house Late to bed in house Leaving the kitchen / house areas messy Late for Prep</p>	<p><b>Houseparent</b> to administer sanction and record in house log book</p>	<p>Time out in quiet room No TV time Menial tasks in House e.g. kitchen / laundry tidying (tasks must not be humiliating in their nature nor conversely bring prestige to the pupil) Early bedtime</p>	
Level 2	<p>Repeated L1 behaviours in a week Missing registration Use of offensive language Being evasive with the truth Passing on gossip Not performing duties for horse Inappropriate behaviour on school trip/fixture Discourteous behaviour towards staff Mean behaviour towards others Disruptive behaviour in lesson (&amp; <i>sent out</i>) Accidental damage to property following incidences of poor behaviour.</p>	<p><b>Teacher / Yard Manager / Instructor:</b> verbally reprimand pupil, and record incident on daybook</p> <p><b>Form Tutor:</b> issue sanction</p>	<p>The completion of further menial (not onerous) tasks during free time Written apology Lunchtime detention with class teacher Lunchtime detention (e.g. accumulation of three uniform or equipment infringement) Loss of privileges. Seated in dining hall in defined area near House staff or form teacher Asked to leave the yard Possible letter home</p>	2 points 20 slots

	<p>Missing roll call Repeated bedtime disobedience Repeated poor behaviour in house</p>	<p><b>Houseparent</b> to administer sanction and record in house log book &amp; daybook</p>	<p>No TV time Loss of house privileges / free time The completion of further menial (not onerous) tasks during free time Possible Boarding report card and Letter home</p>	
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Level	Examples of offences	Action	Examples of possible sanction / consequence	Log Points / gating slots
<b>Level 3</b>	<p>Deliberate lack of respect to others and / or their property* Out of bounds / late return without permission Defacing school property Smoking 'vaping' (1st offence) Possession of smoking / vaping paraphernalia Minor breach of ICT acceptable use policy Inappropriate physical contact / fraternisation Missing detentions, lessons / games / activities Copying work / plagiarism Dangerous behaviour; risk to self / others / horse Defacing house / school property Repeatedly breaking yard rules / failing to do duties for horse Antisocial or verbally threatening behaviour</p>	<p><b>Class Teacher / Yard Manager/ Instructor:</b> verbally reprimand pupil, and record incident on daybook</p> <p><b>Form Tutor:</b> Issue sanction &amp; contacts parents (consultation with SSLT as appropriate)</p>	<p>Withdrawal of privileges Report card After School detention with Head of Key Stage (Pastoral)/SSLT and in more serious cases a Friday Deputy Head Detention Asked to leave the yard After school yard detentions (To perform menial tasks) Restricted access to the equestrian centre House gating / boarding report card</p> <p>*Serious incidents of lack of respect / inappropriate physical contact can result in a child being immediately removed from class</p>	<p>3 points 60 slots</p>



<b>Level 4</b>	<p>Repeated L3 misdemeanours  Public use of obscene language or gestures  Repeated deliberate contravention of safe practice and behaviours that risk safety of others  Major breach of ICT acceptable use policy (E.g sexting / sharing nudes)  Defiance or deception towards staff  Possession/distribution of offensive material or legal but prohibited items e.g. Alcohol  Unauthorised consumption of alcohol  Repeated internet misuse  Repeated 'smoking/vaping'  Physical / aggressive behaviour towards another member of the school community (including horse / animals)  Truancy  Verbally threatening behaviour  Bullying behaviour  Public use of racial language and behaviour</p>	<p><b>Class Teacher / Yard Manager/ Instructor:</b>  verbally reprimand pupil, inform member of SSLT, write up incident pass to SSLT and record brief outline on daybook.</p> <p><b>Form Tutor:</b> Liaise with Deputy Head  Pastoral</p> <p><b>Deputy Head Pastoral:</b> Liaise with Head, issue sanction &amp; contact parent</p>	<p>Internal / external exclusion or suspension (approx.1-2 days)  Report card/boarding report card  Contact / meeting with parents  Suspension from boarding  Asked to leave yard with immediate effect &amp; period of suspension from Equestrian Centre  Withdrawal of riding privileges including being on a team  A period of suspension from representing the school for example in Sports fixtures</p> <p>Serious incidents of lack of respect / inappropriate physical contact or threatening behaviour can result in a child being immediately removed from class</p>	<p>5 points  80 slots</p>
<b>Level</b>	<b>Examples of offences</b>	<b>Action</b>	<b>Examples of possible sanction / consequence</b>	<b>Log Points / Gating slots</b>

<p><b>Level 5</b></p>	<p>Repeated L4 misdemeanours Intimidation/defamation of character/cyber stalking Lewd conduct Gross rudeness Sexual Harassment Relationship abuse Gender based violence Stealing or vandalism Physical assault/ Serious or repeated bullying of a person or horse Behaviour that endangers others Malicious accusations against other pupils Indecent exposure/repeated sexting Serious neglect / abuse of horse Repetitive Level 4 behaviours</p>	<p><b>Class Teacher / Yard Manager/ Instructor:</b> verbally reprimand pupil, inform member of SSLT, write up incident pass to SSLT and record brief outline on daybook.</p> <p><b>Form Tutor (&amp; Houseparent for boarders):</b> Liaise with Deputy Head Pastoral</p> <p><b>Deputy Head Pastoral:</b> Liaise with Head, issue sanction &amp; contact parent</p>	<p>Boarding / report card Withdrawal of riding privileges including being on a team Parental contact &amp; meeting with Deputy Head Pastoral / / Director of Riding as appropriate Suspension from school / boarding / Equestrian Centre (approx. 3-5 days)</p>	<p>10 points 100 slots</p>
<p><b>Level 6</b></p>	<p>Repeated L4 / 5 offences Possession / supply / use of illegal drugs Involvement in terrorism / extremism Possession of a prohibited weapon Sexual Violence Serious or repeated violent behaviour Distribution of pornography Malicious accusations against staff</p>	<p><b>Class Teacher / Yard Manager/ Instructor:</b> verbally reprimand pupil, inform member of SSLT, write up incident pass to SSLT and record brief outline on daybook.</p> <p><b>Form Tutor (&amp; Houseparent for boarders)</b> Liaise with Deputy Head Pastoral and Head</p> <p>Sanction to be issued by <b>Head</b></p>	<p>As Level 5, however, more likely to result in permanent exclusion from school</p>	