



*inspirans flammam  
posteritatis*

**ROSEMEAD  
PREPARATORY  
SCHOOL & NURSERY**  
DULWICH

**P3 - BEHAVIOUR  
POLICY**

**(Including EYFS and Pre/After School Care)**

## AIMS

- At Rosemead Preparatory School and Nursery, we encourage children to adopt the highest standards of behaviour, to develop sound principles and moral standards and to respect the ethos of the school.
- To Promote the emotional well-being of all our children which we believe is key to their development.  
To teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.
- To develop qualities of team-work and leadership through our curriculum and co-curricular opportunities.
- To have clear behaviour expectations and class rules in place.
- Positive behaviour is encouraged by informal praise, as well as by the use of a rewards system that formally recognises academic achievement and progress, contributions to cocurricular life and excellent conduct and informally rewards enthusiasm and participation through the School House system.
- To recognise that high quality behaviour for learning is underpinned by many factors, including positive relationships, routines and consistency, engaging lessons and recognition of childrens' successes.
- We seek to remind children of the behaviour expectations when inappropriate behaviour is demonstrated, give warnings of possible consequence and sanctions as appropriate.
- Consistency in expectations and consequences is important for both staff and children, and the rewards and sanctions guidance below aims to promote clarity, consistency, and responsibility.

This Behaviour Policy has regard to the non-statutory advice issued by the DfE, 'Behaviour and Discipline in schools' (2016) and 'Behaviour in Schools' (2022).

This policy should be read in conjunction with the whole school **Anti-Bullying Policy and Equity, Diversity and Inclusion (EDI) Policy**.

Corporal punishment is not used or threatened at Rosemead Preparatory School and Nursery. Sanctions are never imposed that are humiliating or degrading.

### COMMUNICATION WITH PUPILS

The Rewards and Sanctions are explained to children in an age-appropriate manner through:

- Notices in classrooms and around the school
- Assemblies
- Form teacher time
- PSHE lessons

### COMMUNICATION WITH PARENTS

Important information about the rewards and sanctions are communicated to parents through the School Handbook, which is distributed at the beginning of the academic year and is also available on the school website. Year Group Leaders/Class Teachers will also discuss rewards and sanctions with parents at curriculum evenings in September. A pupil's Class Teacher, Year Group Leader and Head of Pre-Prep/Senior Deputy Head will maintain ongoing liaison with parents if they have any concerns about a child's behaviour and parents are regularly informed of rewards and sanctions given to their child.

## **COMMUNICATION WITH STAFF**

The Behaviour Policy is reviewed by staff at the start of the academic year. It is also discussed and reviewed regularly in staff meetings. All new staff members are given the Behaviour Policy as part of their Induction process.

## **EXTERNAL AGENCIES**

Where pupils have ongoing difficulties with their behaviour, whether or not this is due to a Special Educational Need, the school will make appropriate referrals to external agencies, or advise parents on the best way to do so. This may include accessing Local Authority Early Help Services or the use of behavioural specialists or counsellors.

## **MANAGING TRANSITIONS**

When pupils move between different year groups in the school they are prepared for the transition by their existing class teachers and given time in their new classrooms. In some individual cases, more detailed tours or taster sessions are used. Members of staff use transition meetings to ensure that information to support behaviour is passed from one year to another. When pupils join the school, information is requested from their previous setting, and relevant information is passed on to senior schools through references and conversations between pastoral teams at both schools.

## **MALICIOUS ACCUSATIONS AGAINST STAFF**

Allegations against members of staff will be investigated using the procedures described in the school's Safeguarding Policy, with regard to the Department for Education's statutory guidance which applies, 'Keeping Children Safe in Education' (2022). Where children are found to have made malicious allegations against staff, the school's sanctions may be applied as deemed appropriate by the Head and the Senior Leadership Team, including temporary or permanent exclusion from school.

## **USE OF REASONABLE FORCE**

Rosemead Preparatory School and Nursery follows the non-statutory advice issued by the Department for Education in July 2013 (reviewed 2015), 'Use of reasonable force: Advice for headteachers, staff and governing bodies'.

This states that any member of staff at the school, or those who have been put temporarily in charge of pupils by the Head (for example, volunteers helping on a school trip), may use reasonable force to prevent pupils hurting themselves or others, damaging property or causing disorder.

In practice, this could mean using reasonable force to remove disruptive pupils from the classroom if they refuse to follow an instruction to do so, preventing a pupil from behaving in a way that disrupts a school event or trip, preventing a pupil from leaving a classroom where allowing them to do so would risk their safety or that of others, preventing a pupil hurting another pupil or member of staff or restraining a pupil at risk of harming themselves.

Force can be used to control pupils (either passively by blocking a pupil's path, or actively by leading a pupil by the arm out of a classroom) or to restrain them (by holding back a pupil physically or to bring a pupil under control). The minimum amount of force necessary will be used and school staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil. The decision about whether or not to intervene physically is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

If a member of staff is aware a pupil is likely to behave in a way that may require physical control or restraint it is important that a risk assessment is undertaken and a planned strategy of response is in place.

Force cannot be used as a punishment – this is unlawful.

Where force has been used, the member of staff will immediately inform the Head, Head of Pre-Prep or Senior Deputy Head. Parents will be contacted and informed on the same day or as soon as is reasonably practicable. The matter will be recorded as a Physical Restraint entry. Any allegations of inappropriate use of force will be investigated as a Safeguarding issue as outlined in the school's Safeguarding Policy.



**PRE-PREP REWARDS**

Type of reward	Reward issued for	Issued by
Verbal Praise	Good listening, tidying up, eating snacks/lunch, playing collaboratively, good work, asking thoughtful questions, good effort, lining up quietly, moving around school sensibly, being brave if hurt, good manners, independence, being motivated.	Everyone
Housepoint	Good effort in learning/behaviour, repeated acts of good behaviour (see above), completed work to a high standard, good homework, good progress.	Everyone
Class Bear	Repeated acts of excellent behaviour over a week (see above)	Reception Class Teachers
Animal initiatives e.g. Kindness Koala, Curious Cat, Listening Llama	Linked to initiative e.g. sharing, playing nicely and helping for a Kindness Koala or asking questions, independence and exploring in different ways for Curious Cat and listening in assembly, listening to friends, listening in class for Listening Llama.	Everyone
Sun and Rainbow chart	Listening, sharing ideas, moving quietly around the classroom, tidying up, lining up sensibly being a kind friend, on task in learning, asking thoughtful questions.	Class Teachers
Celebration of Excellence Certificate-weekly reward	Excellent learning, excellent progress, excellent effort in any curriculum area	Class and Specialist Teachers
Lunchtime Superstar of the Week	Eating all of lunch, having seconds, trying a new food,	Headteacher

	improved use of knife and fork, eating calmly and quietly in the lunch hall, good manners.	
Headteacher's Award certificate	Excellent behaviour, learning, effort, progress, kindness.	Headteacher
End of Academic Year Cups	Progress, achievement, creativity, independence in any subject area.	Year 2 staff, Specialist staff and Headteacher

**PREP REWARDS**

Type of Reward	Reward issued for	Reward issued by
Verbal praise	Noteworthy class work, including co-curricular; upholding Rosemead's values; courtesy; contributions in the wider world	All staff
House token	Significant achievement, progress and perseverance in class work; positive behaviour and kindness; consistently upholding Rosemead's values; working as part of a team	All staff
House Awards	Termly, for most house points - house party; annually - House Cup. Sports Day - Athletics Cup	Teaching staff
Excellence certificate	Exceptional class work, exemplifying the theme of the week; going above and beyond to uphold Rosemead's values	Teaching staff
Playground certificate	Displaying exceptional kindness and consideration over a period of time during playtimes	Senior Deputy Head
Head's Award	Recognition of exemplary action and understanding of an individual Rosemead value	Head
Rosemead trophies and prizes	Recognition of outstanding academic, sports or arts achievements; outstanding demonstration of Rosemead values; significant contributions to Rosemead life	Teaching staff

**PRE-PREP SANCTIONS**

Type of Sanction	Sanction Issued for	Sanction Issued by
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ISI 9a – Behaviour

Non-verbal reminder-eye contact, body language e.g. frowning, crossed arms, altering your position in the room, hand gesture	Talking out of turn, not listening	Everyone
Verbal warning-remind child of expectations, praise another child for demonstrating correct behaviour	Talking out of turn, not listening, not sharing, being unkind, running inside, not trying, rough play, defying staff, not tidying up or looking after resources	Everyone
Visual reminder-moving name onto cloud	Any of the above	Class Teachers and Specialist Teachers
1:1 chat about unacceptable behaviour-this may include an informal chat with parents at pick up	Repeated unacceptable behaviour or depending on actions of child the sanction could escalate to this without a verbal warning (unsafe, unkind behaviour)	Class Teachers and Specialist Teachers Add to CPOMs
Miss Golden Time	Repeated unacceptable behaviour or depending on actions of child the sanction could escalate to this without a verbal warning (unsafe, unkind behaviour)	Class Teachers and Specialist Teachers
Sent to Head of Pre-Prep to talk through behaviour and to decide	Repeated unacceptable behaviour or depending on actions of child the sanction could escalate to this without a verbal warning (unsafe, unkind behaviour)	Class Teachers and Specialist Teachers Add to CPOMs
Contact parents to discuss behaviour- this could be a phone call or face to face	Repeated unacceptable behaviour or one major incident e.g. dangerous play, being rude to staff, refusing to engage in learning	Class Teachers, Specialist Teachers, Lead Pre-Prep Practitioner and Head of Pre-Prep Add to CPOMs
Further meeting with parents-this may conclude with monitoring and a specific behaviour plan with follow up meeting (phone call or face to face)	Intentional physical or verbal harm to another child, repeated defiant refusal to comply with adult requests, intentionally removing themselves from the classroom, playground etc	Lead Pre-Prep Practitioner or Head of pre-Prep Add to CPOMs
Lunchtime/playtime exclusion, possible withdrawal from school visit-possible involvement of external agencies/Early Help.	Intentional physical or verbal harm to another child or adult, repeated defiant refusal to comply with adult requests, intentionally removing themselves from the classroom, playground etc	Head of Pre-Prep and Head of School joint decision Add to CPOMs
External fixed term exclusion or permanent exclusion	Repeated intentional physical or verbal harm to another child or	Head of Pre-Prep and Head of School joint decision

	adult, repeated defiant refusal to comply with adult requests, intentionally removing themselves from the classroom, playground etc or one dangerous incident could be escalated to fixed term or permanent exclusion	Add to CPOMs
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Class Teachers and the Head of Pre-Prep may involve the SENDCO when a child repeatedly displays inappropriate behaviour. This is to gain advice and support on next steps and how to support the child. Parents will always be involved at this stage.

If a child has specific learning or behaviour needs, independent targets may apply which allows flexibility within the above sanctions. A specific reward/sanction chart may be put in place to support some learners. The SENDCO would be part of these plans. Parents will always be involved at this stage.

Any cases of bullying must be added to the Bullying log (see Anti-Bullying Policy).

### PREP SANCTIONS

Type of sanction	Sanction Issued for	Sanction Issued by
Non-verbal reminder-eye contact, body language e.g. frowning, crossed arms, altering your position in the room, hand gesture	Minor class disruption, eg calling out, chatting too loudly	All staff
Verbal warning-remind child of expectations, praise another child for demonstrating correct behaviour	Repeated low-level disruption as above; inattentive to classwork	All staff
Moving Name Down On Class Behaviour Chart	Preventing others getting on with their work; speaking disrespectfully to peers or members of staff	All staff
Pupil Meeting with Head of Year	Being moved down on the Behaviour Chart twice in one week or 4 times in a half term	Class Teachers
Pupil Meeting with Senior Deputy Head	Having met with Head of Year twice in one term and needing another referral; Serious misbehaviour in the playground, eg hurting another child, graffiti	Senior Deputy Head
Report/Behaviour Card	Fourth referral in a term; serious misbehaviour, eg a single report of bullying, swearing	Senior Deputy Head monitored by Head of Year
Internal Suspension	On-going bullying; deliberate	Head

	physical aggression against another child	
Temporary Exclusion (Internal or External)	Having had one internal suspension, continuation of very disruptive behaviour	Head
Permanent Exclusion	Action plan following temporary exclusion but key pointers for improvement not being met	Head

<b>P3 – Behaviour Policy</b>			
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