



ALPHA PREPARATORY SCHOOL BEHAVIOUR POLICY (Including REWARDS AND SANCTIONS)

This policy was reviewed in December 2024 and applies to the whole school, including the EYFS.

Alpha Preparatory School is dedicated to ensuring that our school environment supports the learning and well-being of our pupils through the promotion of high standards of behaviour, co-operation and mutual respect. We work hard to provide a safe school, where pupils feel included in all aspects of school life and comfortable to voice their opinions. Good behaviour and self-discipline have strong links to effective learning and the long-term positive development of our children.

This policy outlines what we expect from our pupils in terms of their behaviour and the rewards and sanctions that will be implemented if these standards are exceeded or not adhered to. In addition to the pupils of Alpha Preparatory School following this policy, we also expect all parents and members of staff to uphold the ethos and information included within this policy.

Our overarching school rule is 'Be kind to others', and this lays the foundation for the safe and secure environment that we wish to provide.

We do not practise nor condone any form of corporal punishment.

1. Aims

We believe that all pupils, parents and staff should be aware of the standards of behaviour that are expected and take responsibility for promoting these standards.

This policy aims to:

- ensure the safety and wellbeing of our pupils
- contribute to the provision of a secure and happy environment
- teach pupils about taking personal responsibility for their actions
- encourage the development of positive behaviour and attitudes

2. Standards of Behaviour

We understand that the first step in embedding good behaviour is to lead by example. We expect the highest personal and professional standards from all adults working in our school and staff will never denigrate pupils or colleagues.

We will ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear and applied fairly, proportionately and without discrimination, taking into

account SEND needs and disabilities, the protected characteristics for children (age, disability, gender reassignment, race, religion/belief, sex (gender) and sexual orientation), as well as the additional challenges that some pupils may face. We support children through our PSHE programme, wellbeing sessions, mentoring system and by liaising with external agencies as needed (see Safeguarding and Child Protection policy).

Pupils are expected and encouraged:

- to be kind and helpful
- to treat others with courtesy and respect
- to be honest and tell the truth
- to care for the school environment, including buildings and equipment
- to be on time for lessons and activities and to work hard
- to complete school work and homework to the best of their ability and to hand in work on time
- to be prepared for lessons and activities by having the correct books and equipment
- to show good manners towards each other and all adults working with them
- to settle down to work quickly and not disrupt lessons
- to enter and move around the school calmly and quietly
- to show good table manners in the dining room
- to take responsibility for their books, clothing and equipment
- to take pride in their appearance by remaining smart and tidy, and to wear the correct school uniform
- to observe and follow all instructions, including those given by staff specific to the occasion, so that effective learning and good safety is ensured.

All pupils have a right to feel secure and to be treated with respect. Bullying, harassment or discrimination will not be tolerated (see Anti-Bullying Policy).

High standards of behaviour are expected both inside and outside of the school. Pupils are ambassadors of the school even when off school premises and we expect them to act accordingly. For example, when attending games fixtures off-site or when being ambassadors for the school on school excursions.

3. Parents

Parents play a vital part in encouraging their child's personal growth, to celebrate in their child's successes and to also have the ability to accept responsibility for their child's behaviour, helping their child learn from any sanctions which may have been imposed.

Parents who accept a place at Alpha Preparatory School should uphold the school's policies and procedures, including this policy. Parents are expected to support their child in this respect by ensuring that their child attends school regularly, is at school on time, is appropriately dressed, prepared for the day ahead and fully equipped.

We wish to work collaboratively with parents, so that children receive consistent messages about high standards of behaviour and social responsibility. We will inform parents if we have concerns about their child's behaviour and expect their support in working together for a positive outcome.

Parents are expected to be role models for their children. Therefore, parents should be respectful

of others and conduct themselves in a way appropriate and conducive to the aims and ethos of the school. The Headmaster has the right to withdraw or remove parents or visiting adults who are deemed to be going against an acceptable code of conduct. Further consequences of inappropriate behaviour from parents will be addressed by the Headmaster in consultation with the Chair of Governors.

4. Pupil Involvement

We believe that it is important to involve our pupils in discussions about rules and behaviour. Each class helps to formulate their 'Class Rules' and 'Class Charter' and the School Council canvass the views of their peers and contribute to discussions on whole school issues, including rewards and sanctions. Pupils with roles such as, School Captains, House Captains, Prefects, Sports Captains and Monitors, Librarians and Eco Warriors lead the pupil body by example and carry out roles which contribute to the positive standards of behaviour expected.

5. House System

The school encourages good behaviour and both individual and collective responsibility through our House System. The school has three houses: Bradfield, Liverpool and Shrewsbury.

House points are allocated to pupils for good work, and conduct merits are awarded for good behaviour which goes above what would be expected of a pupil.

Unsatisfactory behaviour warrants a verbal warning, a written warning or incident comment to be written in the child's homework diary to be acknowledged by the parents and the member of staff responsible for the note. Written warnings and incidents will be followed up and logged by the Deputy Head. Incident comments are a step up from warning comments and may follow persistent minor transgressions or more serious unsatisfactory behaviour. These misdemeanours may result in a phone call home or a meeting with parents.

Conduct merits and warning/ incident comments are recorded in the child's homework diary and on a note placed on pastoral logging system. The diaries and notes are reviewed regularly by the Deputy Head, so that any trends can be identified and appropriate action taken.

The House system encourages a sense of responsibility to others. Conduct merits count for the House total at the end of each term. Homework diaries are checked by the Form Teacher, and the Deputy Head reviews the diaries at least once per half term. The Deputy Head records incidents and warnings and follows up with these where necessary. The House Conduct Cup is awarded at the end of term. Similarly, a Work Cup reflects the House which has earned the highest number of House Points. In this way, consistently high standards of work and behaviour are encouraged. Pupils are encouraged to participate in House sports events and other competitions throughout the school year. Our senior pupils are empowered through organising the sports teams, encouraging participation and displaying good sportsmanship.

Behaviour comments and information regarding incidents are also placed on pastoral logging system for our records.

6. Incentives

The school will actively encourage and promote positive comments, behaviours and attitudes, using a number of individual and collective approaches:

- Acknowledgement through praise and comments in the homework diaries to be

shared by parents; verbal comments to parents and any positive remarks made on Show My Homework, the school's online platform.

- Positive comments, stamps and stickers are used when marking and providing feedback.
- Each class has their House Point sheet in their classroom with ease of access for all members of staff to encourage and reward positive behaviour immediately.
- Target setting for groups or individuals and support from a school mentor if appropriate.
- Commending children who have made particular effort with their work or aspects of behaviour to the Headmaster.
- Awarding house points for effort, progress and achievement with work and conduct merits for considerate and socially responsible behaviour or consistently adhering to the school rules.
- Each week, staff have the opportunity to consider awarding the Alpha Shield to recognise positive effort and behaviour from individuals and groups. The Alpha Shield is awarded in assembly and the information is published in the school newsletter.
- Prizes for effort, positive leadership and behaviour are awarded at Prize Giving, in addition to prizes for academic achievement.
- Regular promotion of positive behaviour through assemblies and PSHE discussions.
- Regular 'walkabouts' by members of the SLT (Senior Leadership Team).

7. Sanctions

Children are made aware of the standards of work effort and behaviour that is expected of them and these are regularly reinforced by the class teacher and whole school assemblies. Specific issues are discussed in class as and when the need arises. Minor transgressions and low-level disruption are dealt with promptly and proportionately by the member of staff. Any incidents occurring at break or lunchtimes will be dealt with initially by the staff member on duty and then referred to the class teacher in the first instance. No member of staff may use any form of corporal punishment, nor threaten its use.

The following sanctions may be applied:

- Verbal warning about the quality of work produced, their attitude towards work and others, and their behaviour with an explanation that a sanction may be applied if no improvement is made.
- Communication with home. For example, a note written in the homework diary, a phone call home or a meeting with parents.
- Removal from the group to work on their own (but still within supervision of a member of staff).
- Withdrawal of breaks or privileges, or even Prefect roles.
- Repeating work where poor effort has been made.
- Internal exclusion, which is the removal of a child from being with their peers. Internal exclusion can result in a child being excluded internally for up to three to five days at school. Work will be provided for completion during any period of internal exclusion.

Parents and/or guardians are informed of the school's expectations of behaviour and conduct at our start of year Information Meetings. During the course of the school year, the Form Teacher may wish to meet with the parent to clarify issues of expectation and support. For persistent transgressions or more serious misdemeanors, Form Teachers will also refer to the Deputy Head.

The Deputy Head oversees the implementation of rewards and sanctions within the school and will discuss any further sanctions or course of action with the Headmaster. These may include:

- Phone call or letter to parents and/or guardians.
- Meeting with the parents and/or guardians.
- Withdrawal from a particular lesson or group and being referred to a member of the SLT or ESLT.
- Placing the pupil on report.
- Withdrawal from a school outing or sports event.
- Conversation and discussion with the Deputy Head or Headmaster.
- Internal exclusion.

8. Confiscation

A member of staff is empowered to confiscate items which are illegal, stolen, prohibited by the school rules or items being used to cause disruption to learning or safe play. Dangerous, illegal or stolen items will not be returned and will be dealt with according to legal requirements. Other confiscated items will be returned to the pupil at the end of the day, or be delivered to the Deputy Head of the Headmaster to discuss a follow up with parents if necessary.

9. Physical Intervention

Staff may use physical intervention as a last resort to prevent a child injuring themselves or others or damaging property. The minimal force necessary to avert the danger must be used and the staff member should report the incident to the Headmaster or a member of the SLT as soon as possible. All incidents of physical restraint should be recorded in writing and the information is held on a 'Reasonable Force Log'. This will include, place, time, date, pupil(s) involved, year group, trigger of event, level of risk presented, degree of force, staff involved, witnesses, and information about any post-incident support provided. If the child requiring physical intervention is on an EHCP and has a designated social worker, the information of the incident will be passed on to them. Parents will be informed of any physical restraint or reasonable force used on their child on the same day the incident occurs. After the formal DfE consultation in Spring 2023, a number of staff have been trained in Reasonable Force and Restrictive Practices in Schools. The staff trained include the Headmaster (DSL), Deputy Head (DDSL), School Mentor (and DDSL), EYFS Team, a member of the Office Team and staff from key areas of the school. All staff members, however, have the lawful use of authority to use reasonable force, including volunteers where directed by the Headmaster. Staff are not required to use reasonable force but must consider their duty of care to all children for whom they are responsible with protective characteristic and SEND pupils in mind. For further information of effective ways of de-escalation, before reasonable force is used, refer to the on-statutory advice from the Department for Education Reasonable Force Guidance 2013 and the Reducing Need for Restraint and Restrictive Intervention Guidance 2022. Staff are also aware that it is unlawful to use force as a punishment.

10. Exclusion

The Headmaster will try to work with parents to resolve any issues which occur. However, for serious misdemeanors, the school reserves the right to suspend or permanently exclude any pupil. Such action will only be taken with the approval of the Chair of Governors. Please

refer to Appendix 1 for further information. No pupil has been suspended or excluded during the past nine years as a result of disciplinary sanctions.

Appendix 1

SUSPENSION AND EXPULSION

A pupil may be suspended or expelled from the school for serious and/or persistent misdemeanors.

If a pupil is suspended, this means that the pupil is sent home for a limited period, normally between one and five school days. This suspension could be longer if deemed necessary.

Whilst a child is suspended, work will be provided for completion during the absence from school attendance.

If a pupil is expelled, they are permanently removed from the school.

The decision to suspend or expel a pupil is a very serious one and will only be taken by the Headmaster after consultation with the Chair of Governors.

Suspension and expulsion are seen as a last resort and will only be considered where alternative strategies have proved inadequate or because of the serious nature of the transgression. Categories of misconduct which may invoke this sanction include, but are not limited to disciplinary offences such as:

- Persistent bullying, gross misconduct or extreme bullying.
- Harassment of any nature, such as racial or prejudiced.
- Continuous derogatory comments or misbehavior which go against the protective characteristics of others.
- Possession or use of illegal drugs, including smoking, alcohol and/or abuse of substances.
- Carrying an offensive weapon.
- Online bullying or harassment.
- Serious actual or threatened violence against another pupil or member of staff.
- Persistent misbehaviour which undermines the school's ethos and aims.
- Stealing or theft.
- Sexual abuse, harassment or assault.
- Extreme vandalism.

The procedure followed where a sanction of suspension or expulsion may be imposed is:

- The Headmaster will assign a member of staff, usually the Deputy Head, to investigate the incident.
- The Deputy Head, or member of staff assigned, will report their findings to the Headmaster.
- The Headmaster will convene a meeting with the parents.
- If the Headmaster decides that suspension or expulsion should be the outcome, he will consult with the Chair of Governors to agree or otherwise on the appropriateness of this action
- The Headmaster will write to the parents, normally within 24 hours of the meeting with the decision and reasons for the decision.
- In the case of a suspension, this letter may detail any terms or conditions to be fulfilled for the pupil's return.

- In the case of expulsion or a suspension for more than ten school days, the letter will explain how to request a Governors' Review of the decision.

Governors' Review

Parents are entitled to appeal against the decision and request a Governors' Review of the Headmaster's decision to expel or suspend a pupil for more than ten school days.

The parents must write to the Headmaster within seven days of the decision being notified to them, requesting a review. The Headmaster will advise the parents of the procedure and a review will be conducted by a panel of three Governors appointed by the Chair of Governors.

If the parents request a Governors' Review, the pupil will be suspended from school until the review has been completed. While suspended, the pupil shall remain away from the school and will have no right to enter school premises during that time without written permission from the Headmaster.