



Ipswich Preparatory School Behaviour Policy (including EYFS)

Aims

- to reflect the Christian ethos and values of the school
- to provide clearly defined limits that are easily understood by pupils, staff, parents and Governors.
- to aid all staff in the management of behaviour.
- to extend a quality of care, to all those who work and learn in the school environment, which enables all to achieve their full potential.
- to promote an attitude of mutual respect and responsibility.
- to provide children with a friendly environment in which they are valued and trusted and are encouraged to develop individual self-esteem.
- to be fully supported by staff, parents and Governors.

Courtesy, good manners, respect and consideration for others, together with self-discipline, are important aspects of a child's education. At Ipswich Preparatory School the children are encouraged to treat others as they would wish to be treated themselves. *The school recognises that bullying is serious and has a separate Anti-Bullying Policy.*

Happy children at school make the most of the learning process and remain motivated to continue learning all their lives. We wish our school to be orderly and disciplined, both inside and outside the classroom and for all pupils to share a quiet purpose in their lessons.

Every community needs a simple set of guidelines to make clear the expected level of behaviour and the sanctions for those who break the code. These guidelines are regularly considered and discussed by staff. All the children are encouraged to consider moral issues and behaviour and to develop their own positive response. This happens in whole school assemblies, in PSHE curriculum time and during Form Time. Parents are informed about the contents of the behaviour policy and are expected to support staff in maintaining discipline.

1) Reinforcing and encouraging good behaviour choices

Good behaviour encompasses politeness, courtesy, thoughtfulness towards others, respect for all adults and children, and care of the school environment. This is the norm in our school. We expect to hear *"Please, Thank you, Sorry and Excuse Me"*, as appropriate, from both children and adults. Wherever possible we seek to act positively, to celebrate and reward children's good behaviour.

Young children live in the present and therefore need praise immediately for their good behaviour choices. We believe children progress and flourish best when their personal, social and emotional needs are met appropriately and when there are clear expectations. It is important that young children learn to consider the views, needs and feelings of others. It is also important that young children learn the impact their behaviour has on others. These key points are developmental milestones achieved through support, encouragement and positive role modelling from those adults around them.

The following table shows the concepts in place to reinforce good behaviour:

	Lower Prep Reception (EYFS) - Year 2	Upper Prep Years 3 - 6
Concept	• 'The Golden rules'* followed and displayed in classrooms • 'The Golden rules for playtimes'* shared and followed	• 'Code of conduct'* (drawn up by children and staff. Displayed in every classroom. • Classrooms rules displayed (drawn up by pupils) • Lunchtime rules displayed (drawn up by School Council)
Approach	• EYFS 'Wow' moments for good manners/behaviour • Star charts / sticker charts • Immediate praise for good choices • Badges and stickers in Golden Assembly • Half termly Golden Time Activity to reward good behaviour and manners (Year 1 and 2 only)	• Commendations are awarded by a Teacher or the Head in recognition of 'above and beyond' efforts towards school work, good manners and our School Learning Dispositions. A Commendation carries 5 house points. • A 'Headteacher's Award' may be awarded for an exceptional piece of work or behaviour. A Headteacher's Award carries 10 house points. • Fortnightly Upper Prep Achievement assembly to recognise all achievements both inside and outside of school. • Cups and Prizes are awarded at Celebration Day for a variety of reasons and to help promote good behaviour and efforts.
	• Clear expectations • Housepoints awarded • Learning Dispositions stamps / stickers • A Headteacher's Award may be awarded for an exceptional piece of work or behaviour. The certificate is given out in assembly so that the child's effort is recognised. Pupils are recommended by class teachers for this award and it carries 10 House Points.	

**Copies are in the appendix to this document.*

Housepoints across the school

These are given by all staff (teachers, support staff or administrative staff) at the time the good, caring behaviour is seen, in order to have immediate and maximum impact. These are given in the form of coloured 'tokens' which are posted, by the child, into a house collection box. Once a week, the house point tally for the previous week is announced in assembly and the Lower and Upper Prep house owl receives a ribbon of the appropriate house colour.

Learning Dispositions

The Ipswich Prep Learning Dispositions were derived by the children. Pupils can earn stamps for displaying the School Learning Dispositions, which are encouraged across all areas of School life. One house point is given for each stamp and five Housepoints awarded once the child's Learning Disposition card is completed with

each of the five stamps. In Upper Prep, the children have the additional challenge of having to earn all five stamps in a week in order to claim their bonus five Housepoints.

2) Online behaviour

Pupils are expected to behave appropriately in accordance with the online safety policy and Acceptable Use policy. Any misuse will be managed in accordance with this behaviour policy. Where behaviour is deemed as peer on peer abuse, the school's anti-bullying policy will be followed.

3) Deterring poor behaviour choices

Early Years Foundation Stage

We understand that very young children are not always able to regulate their own behaviour and emotions. Young children are not yet fully developed in skills such as inhibitions and empathy which can contribute towards challenging behaviours. We recognise this and strive to create a calm, patient and positive atmosphere when supporting children in their personal, social and emotional development. In order to equip children to learn skills to manage their own behaviour, we need to promote self-esteem, confidence, competence, self-regulation and emotional literacy in our children.

Rough and Tumble / Fantasy Play

We recognise young children may engage in rough and tumble play or play within aggressive themes, such as superheroes or weapons. We work with children to help them understand the boundaries of this play. We talk about right and wrong in the play through 'goodies' and 'baddies' and we tune into the context and content of the play to convert potentially harmful play into meaningful play.

Hurtful behaviour – biting and hitting

Biting and hitting are a normal developmental stage for young children who do not yet have the language or emotional skills to be able to express or manage their feelings. Such behaviour is dealt with calmly and firmly:

- the child who has bitten/hit is told calmly and firmly 'we do not bite/hit people'
- the bitten/hit child will be comforted and first aid administered if appropriate
- the child who has bitten/hit will be helped to understand the consequences of their behaviour ('that bite is hurting' 'hitting is not kind behaviour' 'your behaviour has made your friend sad')
- staff will use soothing language for the hurt child and encourage the child who has bitten/hit to give their peer a hug and to say sorry
- both sets of parents/carers will be told about the incident, with anonymity being maintained
- if behaviour occurs frequently, incidents will be recorded and we will work with parents/carers to ensure a consistent approach is maintained in order to enable the child to change the behaviour, including through additional support where required in order for a child to understand and communicate.

Reception (EYFS) - Year 6

Positive reinforcement of good behaviour is encouraged at all times to deal with situations involving poor behaviour and lack of self-control.

Bad behaviour choices encompass kicking, hitting, spitting, name calling, bad language, bullying, disregard, ignoring instructions, cyber based, prejudice based and discriminatory behaviour for the feelings and property of others, rudeness towards adults and children, the mistreatment of the school environment and any other anti-social behaviour. Any such bad behaviour will be dealt with firmly and swiftly.

The following ways are used, as appropriate, to deal with bad behaviour choices.

STEP 1	Minor poor choices in behaviour • The child will be spoken to about their choice and how it has affected others. • The child may be asked to account for their behaviour and encouraged to seek ways to make amends and apologise. • Warning issued about further consequences if this behaviour continues. • Form Teacher informed so that they can monitor.
STEP 2	Continuation of behaviour choice from STEP 1, or more serious behaviour choice in the first instance: • The child may be moved to a different seat/place within the classroom. • If at playtime, the child will be asked to stand with the adult on duty for some reflection time. • Warning issued about further consequences if this behaviour continues. • Form Teacher informed so that they can monitor.
STEP 3	Continuation of STEP 2, or more serious, intentional, behaviour choice in the first instance: • Children are removed from class/play area to another classroom or to a member of the Senior Leadership Team. • Children will have 'Thinking Time' at the next available opportunity (Reception - Year 2 with the Lower Prep and EYFS Lead; Year 3 - Year 6 with the Head of Learning Enhancement) During their time they are asked to reflect on their poor behaviour choice(s). Restorative approaches* used when appropriate to repair any harm rather than punish the pupil.

**Restorative approaches can include (list is not exhaustive): Next time I could... communication boards; apology letters/cards; what thumbs up choice would I make next time; feelings charts; exploring emotions colouring activities; now and next activities etc*

Structure of disciplinary follow-up – general procedures

- Class teachers generally deal with misdemeanours using the procedures outlined above.
- In most cases, the child is given a 'warning', however, if any behaviour is deliberate and/or deemed serious enough, a warning may not be given to the child. E.g. kicking/hitting, swearing.
- More serious incidents will be reported to the appropriate member of staff; this may be the Lower Prep & EYFS Lead, Deputy Head or Head depending on severity. Parents will usually be informed if the incident merits such action.
- A record of the behavioural issue and the child(ren) involved will be logged using CPOMS (pre September 2025, this was logged using iSams)
- Form teachers monitor the behaviour of children in their section by checking their CPOMS dashboard.
- The number of minutes of 'Thinking Time' to be spent, will depend on the severity of the offence, the maximum number of minutes being 30. E.g. not following instructions given after several warnings may encounter 5 minutes; Deliberate kicking may encounter 30 minutes.
- In Upper Prep (Years 3 - 6) after a second 'Thinking Time' the child has a meeting with the Deputy Head and parents are notified via a note in the child's homework diary.
- If a child is issued with three 'Thinking Times' in one half of a term, he/she will report to the Head during Friday Activities and parents are spoken to by the Deputy Head or Head.
- If poor behaviour choices continue, a meeting will be arranged with the Head, parents and pupil in order to discuss further support or action.

4) Further support/action

Support Cards

A pupil may be required to carry a target card, support card, report card or star chart for a given period of time to all lessons to record positive and/or negative comments, stickers or symbols. These are designed by the Form Teacher in conjunction with the Head of Learning Enhancement and may be monitored by the Deputy Head if deemed appropriate. Each child's support card is personalised. Parents will be consulted if it is felt that a child needs a support card. Support cards should be used as a short term measure to support a child to make good/better behaviour choices.

Inclusive Behaviour Support Plans

If a child is having difficulties regulating their behaviour choices, and is not responding to a support card, it may be necessary to create a personalised inclusive behaviour support plan. Parents will be consulted and a plan put together by the Head of Learning Enhancement, Lower Prep and EYFS Lead or Deputy Head. It may also be necessary to have an individual risk assessment for a child. There are regular review periods of the inclusive behaviour support plan and risk assessment. It is hoped that inclusive behaviour support plans will be a short term measure to support a child to make good/better behaviour choices. Working in partnership with parents throughout the 'Plan, Do, Review' process of a child's individual behaviour support plan is imperative to them making progress and also forms part of our home/school agreement.

Exclusions, Suspension and Expulsion

Please refer also to the Discipline and Exclusion Policy -

https://www.ipswich.school/wp-content/uploads/2023/03/Discipline_and_Exclusions_Policy_June_2024.pdf

The responsibility lies with the Head for all exclusions, suspensions and expulsions.

Occasionally, due to a behaviour choice(s) made by a child, it is necessary to exclude a pupil internally (internal suspension). The child will be removed from the classroom and will spend their time with the Lower Prep and EYFS Lead, Deputy Head or Head for the remainder of the learning period (morning/afternoon/rest of the day). It may be necessary to exclude a pupil for a fixed period (suspension) e.g. from one to three days. This time will be spent at home.

In the event of suspension, the Head will consult with the Headmaster of the Senior School. A report will also be given to the full Governing Body.

On a very rare occasion, it may be necessary for the Prep Head to enforce an expulsion from the school. In the event of expulsion, the Prep Head will consult with the Head of the Senior School and the Chair of the Governing Body. A report will also be given to the full Governing Body.

5) Sharing of information

Pupil Concerns

Staff who are concerned about any aspect of a pupil's development will raise their concerns at a weekly staff meeting, so that all staff can contribute to the discussion and share strategies already adopted. All staff will therefore be fully aware of problems and concerns.

Communication with parents

Open and honest communication with parents/carers is imperative to being able to fully support all pupils with their behaviour. We encourage parents/carers to speak to their child's Form Teacher if they are having any difficulties at home with their child's behaviour so that we can support them if we are able to do so. Likewise, the school will communicate with parents/carers regarding their behaviour in school.

6) The use of 'Reasonable Force' to control or restrain pupils

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain a child to prevent injury to another, or if a child is in danger of hurting him/herself. The actions we take are in line with Government guidelines on the restraint of children. Under the guidance of Section 93 of the Education Act 2011 and as per the Use of Reasonable Force guidelines published by the DfE in July 2013:

Reasonable force can be used in the following circumstances:

- Where a criminal offence is being committed;
- Where pupils may injure themselves or others;
- Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils;
- When the action occurs on the school premises or during an authorised activity off the premises.

There is no legal definition of 'reasonable force', but three criteria are established for guidance.

1. If the circumstances of the particular incident warrant it;
2. The degree of force must be in proportion to the circumstances;
3. The age, understanding and gender of the pupil.
Minimum force should only be used and never as a punishment.

Physical intervention can take a number of forms, for example:

- Physically interposing between pupils;
- Standing in the way of a pupil;
- Holding, pushing or pulling;
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

Physical intervention may be used to avert immediate danger of personal injury. Any occasion on which physical intervention is used will be recorded on a physical intervention log and parents informed on the same day or as soon as reasonably practicable.

In extreme cases, more restrictive holds might be used. Force that should NOT be used includes:

- Holding round the neck or any other hold that might restrict breathing
- Kicking, slapping or punching;
- Forcing limbs against joints (e.g. arm locks);

- Tripping or holding by the hair or ear;
- Holding face down on the ground.

All incidents when restraint is used must be recorded on an Incident Form and handed to the Head / Deputy Head.

Where the incident has been prolonged or where considerable force has been used the following details should also be recorded:

- Names of all witnesses, pupils and adults;
- Signed witness statements;
- The reason for force being used;
- A description of the way in which the incident developed;
- The pupil's response;
- Details of the outcomes of the incident including injuries and damage.

Types of incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- (a) Where action is necessary in self-defence or because there is an imminent risk of injury.
- (b) Where there is a developing risk of injury, or significant damage to property;
- (c) Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within (a) or (b) above are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil attempts to abscond from a class or tries to leave who would be at risk out of the classroom or school.

Examples of situations that fall into category (c) are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Investigative procedure

Following an allegation regarding the use of force, the Head will investigate, if appropriate, with a witness to safeguard the veracity of the evidence. The School's disciplinary process will be followed if appropriate at this stage.

Further guidance is available at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Training will be given to all 'members of staff' on the circumstances in which 'physical intervention' is allowable. This is incorporated into the School's training programme.

7) Corporal Punishment

Staff or any person living or working on the premises must not give corporal punishment to any pupil. They must not threaten to use corporal punishment or any form of punishment which could have an adverse impact on the child's wellbeing. So far as they are able to, all staff should ensure that no one on the premises threatens or uses corporal punishment.

8) Drug and alcohol-related incidents

It is the policy of the school that no child should bring any drug, legal or illegal, to the school. If a child needs medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substance such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Such incidents are likely to result in the child being excluded from school. Parents will be invited to discuss the situation with the Prep Head. The Head of Ipswich School, the Governors, police and social services will also be informed.

IPSWICH PREPARATORY SCHOOL

Reception – Year 2

GOLDEN RULES

- | | | |
|------------------------|---|--|
| Do be gentle | - | Do not hurt anybody |
| Do be kind and helpful | - | Do not hurt people's feelings |
| Do work hard | - | Do not waste your or other people's time |
| Do look after property | - | Do not waste or damage things |
| Do listen to people | - | Do not interrupt |
| Do be honest | - | Do not cover up the truth |

IPSWICH PREPARATORY SCHOOL
YEARS 3-6
CODE OF CONDUCT - 'OUR RULES'

Good sense and courtesy at all times are the keystones which support the happy and well-ordered running of the School. The following rules are designed to ensure pupils can enjoy school in a safe environment where respect for others is valued. The Code of Conduct – 'Our Rules' was drawn up by pupils and staff at the school, working together.

Respect other people

Show courtesy, consideration and care towards others

Encourage don't discourage

Walk safely, don't run especially on the stairs. Queue up fairly.

See it – stop it. Celebrate our differences

Respect our right to learn

Have the patience to listen when someone else is speaking

Respect our differences and opinions

Work quietly/silently and work positively according to the task

Use collaboration or work independently

Respect the environment

Store all equipment tidily

Keep our school litter free

Recycle and save energy when you can

Respect Property

Don't touch other people's property without asking their permission

Use classroom and playground equipment appropriately in a respectful and appropriate manner

Respect yourself

Eat healthily and keep healthy - eat well, sleep well, exercise and talk with others.

Keep sun-smart

Be aware – stay safe, play safe