



STRATFORD PREPARATORY

2 - 11 YRS CO-EDUCATIONAL INDEPENDENT DAY SCHOOL

Discipline & Behaviour Policy

Approved by: Dai Preston, Headteacher

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This policy is part of a portfolio of policies associated with Safeguarding and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

This policy is drawn up in line with the non-statutory guidance *Behaviour and Discipline in School (2014)*.

About this Policy

Promoting positive behaviour requires the commitment of all members of the school community. It requires consistent application of the rules across the school to ensure that pupils know the standard of behaviour expected of them – a key characteristic of positive behaviour being respect for others.

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1. Introduction

At Stratford Prep, behaviour management strategies are adopted that enable effective delivery of teaching and learning across the school and to ensure an environment where each and every pupil feels happy, safe and confident.

We expect staff to:

- > promote a positive learning environment including proactive intervention with regard to anti-bullying;
- > encourage good behaviour through fostering values of equality and respect;
- > nurture self-discipline and positive work ethics.

2. Inappropriate Behaviour

Pupils are required to work sensibly and to move about the school quietly and courteously at all times. Children behave and learn best in an environment where they feel safe, stimulated and nurtured; where mutual respect lies at the heart of all we do. The key qualities that underpin our values are:

We expect pupils to be:

- > **HONEST**: be courteous, truthful and trustworthy at all times.
- > **HARDWORKING**: take responsibility for their actions.
- > **KIND**: have respect for, and be respectful of others, their views and their property.

Any concern regarding individual and/or group behaviour will be logged and details shared with other staff members and the Headteacher.

Behaviour Management Strategies

At Stratford Prep we adopt a range of targeted strategies geared to driving and enabling positive behaviour and a safe and secure learning environment. These include but is not limited to:

- > driving the motivation to learn in all pupils through praise and/or reward of positive behaviour;
- > prevent bullying through proactive management and interactive teaching and learning;
- > pupil centered development of personal and social skills and positive attitudes and values;
- > promote a spirit of achievement and self-esteem;
- > active and age-appropriate communication of the school ethos;
- > adherence to measured disciplinary procedures geared to instilling positive behaviours;
- > adoption of an educational support framework for students with learning/behavioural difficulties;
- > regular and informed communication with parents/guardians;
- > provision and access to continuing professional development and coaching for staff.

3. Behaviour Management Principles

- > **Investigation** - the primary cause of inappropriate or poor behaviour shall be established and suitable support to counter such behaviour actioned.
- > **Acknowledgement** - pupils who consistently uphold the stated values of Stratford Prep or demonstrate significant improvement in their behaviour shall be recognised for their achievement.
- > **Authorisation** - teachers (including teaching assistants) have delegated authority to invoke disciplinary proceedings for instances of misbehaviour occurring within the school and in some circumstances, outside of school.
- > **Restorative Consequences** - Inappropriate behaviour is not tolerated and use of restorative practice and the issuing of appropriate consequences at the discretion of Stratford Prep staff is considered legitimate in order to remedy and/or deter continued poor behaviour.

Both in and out of the classroom, we use a system to promote behaviour for learning. The system is used to provide clear and direct evidence to students and parents that the school is tackling issues, providing a positive effect on the school environment and supporting both teaching and learning.

4. Restorative Consequences

At SPS, we have a series of restorative based consequences to help pupils reflect on their actions and to support them to be their best. 'Sanctions' are often a punitive response aimed purely a deterrence, and this is not the guiding principle of our system.

Detailed information on the use and range of consequences pertinent to the level of inappropriate behaviour is set out in this document.

Corporal punishment is not used at Stratford Prep, nor is corporal punishment ever suggested or threatened.

5. Monitoring and Review

This policy is monitored and reviewed as necessary.

Please note that the setting of consequences and awarding of rewards for children between Prep 1 – 6 is recorded by staff via ClassDojo, our behaviour monitoring and parent communication platform in school. In order to improve the transparency and communication between the school, the pupils, and the parents and guardians all of this information is shared via ClassDojo. Parents and guardians are encouraged to log in to Class Dojo regularly to see the rewards and consequences that have been issued to their child and support the school in having the relevant conversations with their child at home when necessary.

The Headteacher, working with the Deputy Heads, will ensure a consistent approach for all groups, prioritising safeguarding and analysing of behaviour logs. This policy is reviewed regularly and a review of the policy and practice in school may be triggered by feedback from the data from the behaviour log to ensure that the policy is not discriminatory.

6. Rewards

Providing rewards, praise and encouragement at Stratford Prep are seen as an important means of developing excellent behaviour. It is the responsibility of staff to ensure that pupils are provided with a positive ethos and a positive class-room environment to encourage pupils to fulfil their potential both academically and socially.

To achieve this, we will use:

- > Verbal and written praise
- > Placing work on display
- > The awarding of house points
- > Phone calls to parents and postcards sent home
- > Certificates in assemblies
- > Individual prizes awarded at Prize Giving

7. EYFS Rewards and Sanctions (Nursery & Reception)

In Little Prep and Reception, we use a three-tiered behaviour system. This consists of a sunshine, rain cloud and thunder cloud. Each child will have a named peg on the sunshine. If a child behaves in a way that is unsafe or does not allow for good learning, their peg will be moved to the rain cloud as a warning. The teacher will explain that with improved behaviour, they can move back to sunshine. If a child on the rain cloud shows further unwanted behaviour then their name will be moved to the storm cloud. When moved to the storm cloud, the child will miss some of their choosing time and the class teacher will inform parents about the behaviour. Please note that if we have had a behaviour incident that requires a child's peg going on the thundercloud, we will let you know. We don't always feel it necessary to let you know about the rain cloud as these issues are always resolved quickly during our day.

Parents of children with persistent behavioural concerns will be invited to speak with the class teacher initially to help resolve the issue. A channel of home-school communication may be agreed to keep parents informed with their child's conduct within the setting. Please note, serious behavioural concerns will be escalated in line with our whole-school behaviour policy and in these circumstances we may ask parents to collect an EYFS child.

Adults in Nursery and Reception give lots of praise and regularly demonstrate desired behaviour through role-play.

- > We celebrate and reward children in Reception by:
 - > Giving stickers - These are collated on a sticker chart, and this then leads to a further reward when complete.
 - > Class Treat Jar - This is a class reward to reinforce collaboration and teamwork. When the jar is full, the class receive a reward.

When children under three years behave in inconsiderate ways

We recognise that strategies for supporting very young children differ because they are not able to regulate their emotions such as fear, anger or distress.

For parents seeking advice on tantrums, biting and other challenging developmental behaviors, we can refer onto Warwickshire Early Help / Family Information Service for support and guidance.

House points

House points will be issued for a variety of reasons, including the following:

1. Outstanding classwork
2. Outstanding homework
3. Outstanding attitude to learning
4. Ready to Learn: consistent high standards
5. Amicus: showing kindness to others
6. Veritas: living the school values
7. Dedicas: commitment & dedication

Commendations

Once a pupil achieves a set number of house points, they will be awarded with a commendation in their half-termly house assembly as follows:

House points	Level
50	Bronze Certificate
75	Silver Certificate
100	Gold Certificate
150	Platinum Certificate
200	Sapphire Certificate

8. The House System

There are 3 houses at Stratford Prep, linked to the school values of being honest, hardworking and kind. Pupils are placed into a house when they join Stratford Prep based on a questionnaire that ascertains their strongest value.

Alongside the awarding of individual house points, there are a number of house competitions for pupils to take part in to earn points for their house over the course of the academic year. Each half term pupils will compete in their houses in sporting competitions, non-sporting competitions (such as house quiz, house bake off etc.) and house fundraisers for the 3 designated house charities. At the end of the year at Prize Giving, the total house points are collated and a winning house for the year is awarded the coveted House Shield.

9. Behaviour in school

Why use the system?

- > supports all staff;
- > creates a whole school culture and provides appropriate modelling to pupils;
- > provides the platform for improving teaching and learning;
- > ensures fairness and consistency across the school.

What are the expectations for pupils at SPS?

When in school, all pupils must ensure that they adhere to our shared behaviour expectations:

- > **Dedicas:** try your hardest in everything that you do;
- > **Amicus:** show respect and kindness to other pupils and staff;
- > **Veritas:** to be honest.

All pupils are expected to:

- > demonstrate a commitment to personal success and improvement;
- > respect other pupils and staff members at all times;
- > embrace diversity and treat all members of the school community with respect and kindness;
- > work co-operatively with staff and other pupils;
- > contribute to and benefit from the unique opportunities provided at Stratford Prep;
- > conduct themselves in an acceptable manner appropriate to the expectations of Stratford Prep.

10. Online Misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- > It poses a threat or causes harm to another pupil; and/or
- > It could have repercussions for the orderly running of the school; and/or
- > It adversely affects the reputation of the school; and/or
- > The pupil is identifiable as a member of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

11. Off-site Misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehavior when the pupil is:

- > Taking part in any school-organised or school-related activity (e.g. school trips); and/or
- > Travelling to or from school; and/or
- > Wearing school uniform; and/or
- > In any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- > Could have repercussions for the orderly running of the school; and/or
- > Poses a threat to another pupil; and/or
- > Could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

12. Managing Behaviour – Restorative Process & Dojo Ladder

In order to maintain the high standards that we set across the school, if a pupil is not complying with the expectations both in and out of the classroom, appropriate consequences will be applied at the discretion of the SPS staff. The primary (although not exclusive) reasons for a restorative consequence being issued are as follows:

1. **Uniform and Appearance** (trainers on without a note, shirt out, top button not done up, no house badge, incorrect P.E kit, uniform worn inappropriately etc.)
2. **Equipment** (no textbook/workbook in class, no pen etc.)
3. **Punctuality** (late to morning registration, mentor time or lessons without a valid reason)
4. **Courtesy and good manners** (rude to staff or pupils, failure to follow instructions etc.)
5. **Homework** (non-completion of homework to deadline/substandard homework submitted)
6. **Behaviour** (poor behaviour choices in or out of class; chewing gum; attitude to learning)
7. **Unauthorised electronic device use in school** (mobile phones, tablets, smart watches, ear buds, headphones etc.)

Restorative Chart & Dojos	Dojo Ladder or Threshold	
Verbal warning Log on behaviour log if there are repeat low-level behavioural concerns (3 x within 7 days)	-2 Dojos	
Subject teacher/Class Teacher 10-minute break time restorative session Staff member will log on behaviour log and notify the pupil.	-5 Dojos	Class Role Model + 5 Dojos
Head of House 20 minute lunchtime restorative session Staff member will log on behaviour log and notify the pupil.	2 x incidences of - 5 Dojos within a week	You're Doing Great! + 2 Dojos
Deputy Head 40 minute lunchtime restorative session (serious misbehaviour) Staff member will log on behaviour log and notify the pupil and parents. This will result in a parent meeting to discuss the matter in more depth. The requirement for two restorative sessions with the Deputy Head in the term <i>could</i> result in a written warning for the pupil depending on the circumstances. The second restorative session of this nature within a term would likely trigger an alert to the Headteacher.	5 x -5 Dojos per half term Or An incident deemed as a serious behavioural incident.	Ready to Learn
Serious Behaviour Concern Meeting Deputy Head/Headteacher meeting with pupil and parents Staff member will log on behaviour log and notify the pupil. Deputy Head will then contact home to arrange the meeting. A serious behaviour concern meeting <i>will</i> result in either a first or final written warning, and <i>could</i> result in a suspension or permanent exclusion depending on the circumstances.	Recidivist behaviours, failing to address behaviours following previous meetings Or An incident deemed as a serious behavioural incident.	Make Better Choices -2 Dojos Inadequate Behavior -5 Dojos

Every class in Prep 1 – Prep 6 will have a learning ladder displayed and will use this as a focus for encouraging pupils. The purpose of the ladder is that a child is able to reflect and redeem their behaviour and 'climb back up' the ladder before the end of the day. Only pupils left on -2 or -5 dojos at the end of the school day will be marked as such. In all instances, the level of sanction will be proportionate to the offence and the resulting restorative time will be held as soon after the event as possible, be constructive and reflect the nature of the offence in order to be fully effective.

Restorative Practice

In the event of a pupil receiving any sanction at Stratford Prep, the follow up session will be carried out using the principles of restorative practice.

The member of staff will encourage the pupil to reflect on their actions and how they can improve in future. Any tasks given to pupils to complete in this time should aim to reflect the nature of the misdemeanour to be fully effective in restorative terms.

To assist with restorative conversations between pupils involved in an incident, the following questions will usually be asked of any pupils in involved that are in the wrong:

- > What happened?
- > What were you thinking at the time?
- > What have you thought about since?
- > Who has been affected by what you have done, and how?
- > What do you think you need to do to make things right?

Violence towards staff

Any instance of violence towards staff will be referred to a member of SLT immediately. For more information on this please refer to the policy on violence, threatening behaviour and abuse.

13. Personal electronic devices in school

Pupils are not allowed to bring their own devices to school. If pupils choose to bring other personal electronic devices (mobile phones, ear buds/headphones etc.) to school, they must ensure that they are turned off, out of sight on school premises and not used in school (including for telling the time). Smart watches are not allowed and will be confiscated and returned to the pupil at the end of the day to take home. [Consideration of Special Educational Needs in relation to behaviour](#)

14. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour together with the extent to which this should reasonably be taken into account as a mitigating factor will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- > Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- > Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- > If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

At Stratford Prep we strive to support children with behavioural challenges and cater for their individual needs. To support these pupils, the following strategies may be put into place as examples of reasonable adjustments:

- > weekly nurture group sessions, which provide the children with strategies for dealing with the behavioural challenges. They will be given half termly targets which will be reviewed by their class teacher;
- > time out card to prevent inappropriate behaviour occurring and time to calm down;
- > pupil profiles created by the child alongside their class teacher for all staff that come into contact with that child;
- > the class teacher and Deputy Head will, if necessary, meet with parents and create a care plan to support that child and this will be reviewed regularly.
- > Issue a subject report to support pupils, setting targets to give them clear goals in their learning
- > Training for staff in understanding conditions such as autism

- > Adjusting uniform requirements for pupils with sensory issues or who has severe eczema
- > Amending the usual escalation process on a case by case basis

These reasonable adjustments are illustrative only and should not be taken as a commitment to consider and/or implement any specific adjustment in any particular case. Each situation will be considered on an individual basis.

Adapting consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- > Whether the pupil was unable to understand the rule or instruction?
- > Whether the pupil was unable to act differently at the time as a result of their SEND?
- > Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, we will reflect on how best to support the pupil and may adopt an alternative strategy either instead of or in addition to pursuing a sanction. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

There are situations where, given the nature, persistence and/or severity of the behaviour in question, it is appropriate to implement a sanction notwithstanding any link to a pupil's SEND. The rewards and sanctions system is designed to support pupils to be their very best and to learn and grow from their time in school and to become well-rounded individuals. While the school will always consider and implement reasonable adjustments where appropriate, this does not mean that the rewards and sanctions system will not apply to individuals with SEND. It could mean, as mentioned above, the adaptation of the rewards and sanctions system, on a case-by-case basis.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

15. Zero-tolerance approach to Prejudice-based and Discriminatory Behaviour

Our school culture and ethos is inclusive of all pupils in school. SPS takes a zero tolerance approach to discriminatory or prejudice-based actions. Alongside the importance of inclusivity to our school ethos, under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, faith, sex/gender, homophobic, transphobic or disability.

The school will ensure that all incidents of prejudice based and/or discriminatory behaviour are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, and supportive, and decided on a case-by-case basis.

Racist, sexist, homophobic or discriminatory behaviour is considered serious misbehaviour. Please also see our Anti-Bullying Policy and Child Protection Policy.

16. Suspension & Exclusion

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct¹ the headteacher may suspend (for a fixed period) or exclude the pupil from school permanently. A pupil may be formally excluded from the school if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or has committed a serious offence. Exclusion is reserved for the most serious breaches and will only be taken as a last resort, when a range of strategies for dealing with disciplinary issues has been employed with no success. In such cases, the headteacher shall act with procedural fairness and parents will be fully informed of the process. The decision to exclude shall be subject to review by the Directors if requested by parents. The pupil shall remain away from school pending the outcome of the review.

If a pupil is excluded, there will be no refund of the registration fee or of school fees for the current or past terms. There will be no charge to fees in lieu of notice but all arrears of fees and any other sum due to the school will be payable.

The school emphasises the intervention and support expected of parents in this process, which is why parents will be involved and informed at earlier stages in the disciplinary policy. However, there are occasions where an incident is deemed so severe that the Headteacher determines that a pupil should be expelled.

A non-exhaustive list of the sorts of serious misbehaviour which could merit a suspension are:

- > Sustained challenge to the authority of a member of staff;
- > Persistent defiance of school rules;
- > Persistent types of behaviour which cause offence to others, e.g. personal comments/name calling;
- > Three serious behavioural incidents in any one academic year;
- > Acts of vandalism;
- > Minor physical violence;
- > Foul language

A non-exhaustive list of the sorts of behaviour which could merit expulsion are:

- > Any repeated or sustained course of conduct which has previously led to a suspension;
- > Actual or threatened physical assault against pupils or adults;
- > Verbal abuse/threatening behaviour against pupils or adults;
- > Severe or persistent bullying, both verbal and physical, harassment or abuse;
- > Deliberate damage to property;
- > Theft;
- > Persistently disruptive behaviour;
- > Parental behaviour;
- > Misuse of drugs, alcohol and tobacco or bringing any illegal substances on to the school site;
- > Bringing onto the premises dangerous objects (guns/knives);
- > Sexual abuse or assault or any inappropriate sexual activity;
- > Making malicious accusations against staff;
- > Victimisation of pupils;
- > Damage to school property or the property of others; and/or
- > Malicious accusations against staff.

Removal from school in other circumstances and withdrawal of school place

Parents and guardians may be required, during or at the end of a term, to remove a pupil from the school if, after consultation with the pupil and parent, the headteacher is of the opinion that by reason of the pupil's past conduct or attitude to learning, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school, has an accumulation of offences or has failed to respond to school discipline or at the headteacher's discretion should it be considered that continued attendance would be detrimental to the school community, or if a parent has treated the school or members of its staff unreasonably. In these circumstances, parents may be permitted to withdraw the pupil

¹ In all cases, it is the headteacher that will decide what is to be considered gross misconduct.

as an alternative to the removal of place being required. The headteacher shall act with procedural fairness in all cases and shall have regard to the interests of the pupil and parents as well as the school. It is likely – but not necessary – that the pupil will have received a written warning and a final written warning before reaching this point.

Appeal of withdrawal of school place [Terms & Conditions 11.9]

Where a school place is withdrawn, whether as a result of an exclusion or other matters, parents have the option to bring forward an appeal. Clause 11.9 of the Terms & Conditions states that this will “generally consist of a Board review”. This process will likely mirror the Stage 3 process outlined in the Complaints Procedure though consideration will be given to the particular context of each withdrawal. A Board-level review will consist of two Directors of the school as well as an independent person. The request for the review must be made as soon as possible and, in any event, within seven working days of the decision being notified to the parents.

The Directors will be responsible for the appointment of the panel normally within 28 working days of a request for a hearing. Parents may attend and be accompanied by a friend if they wish. Legal representation is not appropriate at such a hearing.

The outcome of the appeal will be communicated in writing or electronically to the parents normally within 5 working days. The Panel’s findings are final.

17. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- > Proportionate
- > Considered
- > Supportive
- > Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing.

These include clear processes for:

- > Responding to a report
- > Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

18. The role of Parents/Guardians

If the school has to consider and implement consequences, it is expected that parents will support the authority and actions of the school. If parents have any concern about the way in which their child has been treated, they should initially contact their class teacher. If the concern remains, they should contact the Headteacher and finally, the Executive Head.

The school hopes that parents will not feel the need to complain about the operation of this policy and that any issues can be sensitively and efficiently handled. However, the school’s Complaints Procedure is available from our website.

19. Discipline and Behaviour Management Strategies Guidance for Teaching Staff

Enhance the motivation to learn in all pupils, by praising and/or rewarding positive behaviour, by:

- > providing appropriate curriculum access for all varying teaching and learning styles according to purpose and group;
- > providing challenge and pace in lessons;
- > providing prompt and supportive marking of work;
- > providing time for personal learning target setting, reflection and guidance of pupils;
- > using displays to celebrate pupil success;
- > encouraging pupils to commend the behaviour of their peers;
- > sharing of commendable behaviour in assemblies;
- > clear and consistent boundaries are set regarding behaviour;
- > pupils are made aware of the need for boundaries and specific expectations for their behaviour in ways that are appropriate to their level of understanding with their class teacher;
- > positive methods of guidance are used, insisting on good behaviour and encouraging respect for others;
- > adults intervene and redirect, as necessary, to prevent disagreements developing.

Combat bullying and maintain an orderly environment, by:

- > dealing promptly with reported incidents, verbally, at first, but by maintaining a written record of incidents to ensure effective management of situations;
- > ensuring that pupils feel that their complaints are taken seriously by giving pupils access to a range of supportive staff if they need them from their class teacher or other senior staff;
- > reinforcing required standards of behaviour in class, assemblies, playgrounds, on the sports fields, corridors, stairs, when travelling in the school buses, on visits and residential trips;
- > providing care and guidance from class teachers..

Developing personal and social skills and positive attitudes and values, by:

- > providing an effective programme of PSHEE;
- > exploring and celebrating positive images of people from diverse cultures and beliefs in assemblies;
- > encouraging participation in, and contribution to, 'Pupil Voice';
- > encouraging excellent role models through the Prefects and Head/Deputy Head of School;
- > encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self-worth. Class teachers can refer pupils to named staff for a variety of reasons including poor behaviour, low self-esteem, bullying behaviour, being victims of bullying, difficult family circumstances, low level of social skills, and standard of work.

Developing a sense of achievement and self-esteem, by:

- > providing recognition, praise and reward of achievements in and out of school, through records of achievement, presentations, display, the school reward system, portfolios of work;
- > commending outstanding behaviour. If pupils are thought to have engaged in behaviours that are particularly commendable teachers will be able to acknowledge this by using the school reward system effectively.

Ensure understanding of the school ethos and practice, by:

- > publication of school values in the prospectus;
- > reinforcement by class teachers, mentors, in class/mentor time or with individuals and groups;
- > reinforcement through assemblies and 'Pupil Voice';

- > having clear guidance around behaviour expectations on Pupil Portal;
- > through the appointment of Prefects. Amongst other duties and responsibilities, they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully.

Apply SEND Policy for students with Special Educational Needs and maintain effective educational support, by:

- > following an agreed procedure for implementing and monitoring Intervention Plans.

Maintain close liaison with parents, by:

- > individual meetings, as and when required;
- > use of newsletters and regular written communication;
- > involvement in the use of intervention plans and subject reports;
- > Parents' Evenings

Provide appropriate staff development and support, by:

- > discussing a pupil's individual needs during staff orientation and staff meetings;
- > discussing behaviour management issues with ECT's, new staff or teachers of specific pupils;
- > allocating funding to meet individual or whole staff needs on issues relevant to this policy.

20. Consequences and Authority

Teachers can discipline pupils for poor behaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. Corporal punishment is not used at Stratford Prep, nor is corporal punishment ever suggested or threatened.

Teachers' Powers

- > Teachers can discipline pupils, in certain circumstances, when the misbehaviour occurs outside of school.
- > Teachers have the power to impose restorative meetings outside of school hours & can confiscate pupils' property.

Consequences must satisfy the following conditions:

- > the decision to award a sanction to a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- > the decision to award a sanction and the sanction itself must take place on the school premises;
- > the sanction must not breach any other legislation and it must be reasonable in all the circumstances.

Pupils' conduct outside the school gates:

- > Teachers may discipline pupils for misbehaviour outside of school when the pupil is:
 - taking part in a school organised or related activity;
 - travelling to or from school or wearing school uniform.
- > Or, poor behaviour at any time that:
 - could have repercussions for the orderly running of the school;
 - poses a threat to another pupil or member of the public;
 - could adversely affect the reputation of the school.

Confiscation of inappropriate items:

> **Teachers have the power to search for, and confiscate without consent, “prohibited items” including:**

- knives and weapons (these must be handed to police – see policy on violence, threatening behaviour and abuse);
- alcohol and illegal drugs, stolen items, fireworks, aerosols;
- tobacco and cigarette papers, vaping devices;
- pornographic or other inappropriate images (mobile phones will be confiscated immediately should it be suspected that such images exist on a device. These will not be viewed by staff, but instead the device will be handed to the police);
- Any article which is likely to be used to commit an offence, cause injury or damage property;
- Any item banned by the school.

For the avoidance of any doubt, where a pupil’s conduct is considered sufficiently serious, the school reserves the right to depart from any general guidelines above and in the most serious circumstances, a pupil could be permanently excluded even where there has been no prior sanction.