



Kimbolton School
Cambridgeshire

PREPARATORY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY INCLUDING REWARDS

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Preparatory School Behaviour & Discipline Policy including Rewards

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AIMS

At Kimbolton Preparatory School, we aim to create an environment where all pupils, staff and parents can feel safe, happy and respected. The success of this aim is a collective responsibility and hinges on collaboration and cooperation between all parties. The school recognises that appropriate and acceptable behaviour is a key component of the education process and fundamental to facilitating excellent teaching and fostering pupil engagement. Whilst pupils will make mistakes from time to time, some warranting more stringent approaches such as sanctions, the school will always endeavour to reinforce positive attitudes to behaviour and learning at all times. This policy is applied in line with the school Safeguarding Policy and Keeping Children Safe in Education 2025.

PROMOTING POSITIVE BEHAVIOUR

Encouraging good behaviour and respect for others through positive reinforcement is an integral part of our behavioural strategy. Whilst our pupils are naturally caring and considerate, they are children, prone to mistakes and we must therefore recognise that not all aspects of positive and acceptable behaviour is immediately embedded. Recognising that pupils will experience challenges as they grow and develop, helps us to identify learning opportunities throughout the pupils' education.

Creating an environment which is engaging, interesting and exciting is crucial for promoting positive behaviour. Lessons and activities should be fully inclusive, well planned and stimulating by giving pupils a variety of opportunities to learn and contribute. All pupils must assume responsibility for their actions and the choices they make. Empowering pupils to assume more responsibility for their learning, by incorporating investigative and practical activities for journeys of discovery, will only help to promote positive behaviour and engagement.

We aim to treat all pupils fairly and apply the Behaviour and Discipline Policy in a consistent manner. Pupils should coexist harmoniously with awareness of equality and diversity and 'Protected Characteristics', promoting an inclusive environment. Any form of bullying via derogatory and demeaning language must be actively discouraged, which also includes cyberbullying, prejudice-based and discriminatory bullying. Whilst still trying to instil resilience as a core character trait, the use of 'banter' should not be condoned or excused. Where incidents occur, clear actions should be determined, including support provision for both victims and alleged perpetrators. Key school personnel, as well as parents/guardians, should be included in relevant communications.

'Respect for others' and making 'positive choices' are the key components of promoting positive behaviour at the Prep school. An effective tutor system means teachers develop strong bonds with their class, which is crucial for identifying and meeting the individual needs of the pupils. Consistent and effective classroom management strategies from the outset help pupils to identify with others and their environment and appreciate right from wrong. Sharing and discussing behavioural expectations, processes and consequences should be embedded as part of induction opportunities with pupils. RSE lessons are usually led by form teachers, who are best placed to adjust schemes of work to suit the bespoke needs of their class. Flexibility within the curriculum means that tutors are also able to adjust lesson content and timings, where appropriate, to best serve the educational and pastoral needs of the pupils. Daily assemblies, weekly house meetings, the rewards system and pastoral targets further promote positive behaviour.

The successful promotion of positive behaviour relies heavily on the following:

- Promoting the school's values actively.



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- Clearly publicise and communicate the behaviour policy and procedures to staff, pupils and parents.
- Emphasise to pupils the value of good behaviour and take time to celebrate it.
- Implement rules fairly and follow procedures consistently.
- Establish strong home-school links and communication systems that can be utilised whenever there is a concern.
- A culture of staff engagement and continued professional development to meet the evolving needs of the pupils and society.
- Discuss with the pupil their actions and understanding the reasons behind them. Identifying future coping strategies and positive decision making processes.
- Actively listen to the pupils, so they feel reassured that they can approach staff confident that they will be 'heard' and that their concerns are genuine and will not be dismissed.
- Encourage pupils to take more responsibility for themselves and their actions.
- Remember that a child's actions could be an indicator of wider issues, such as being victims themselves to forms of abuse or exploitation.

REWARDS

Positive behaviour may not always receive a tangible reward, but should always be acknowledged and celebrated through praise and recognition.

Reception

Children are rewarded for good work or behaviour by being given stickers for their individual sticker cards. We celebrate the completion of each sticker card by presenting a certificate to the child during the Friday achievement assembly.

Years 1-2

Stars are awarded to children in Year 1 (silver) and Year 2 (gold). At the Friday achievement assembly one pupil in each Lower Prep class is awarded a 'Class Cup' and takes it home for the week. We emphasise the 'The Golden Rules' in Lower Prep (including EYFS) and use The School Values to guide expectations, shared goals and values.

Years 3-6

The main forms of reward for pupils in Year 3–Year 6 are 'Stars' and 'House Points'. 'Stars' are typically awarded for achievement and efforts in curriculum subjects, whilst 'House Points' are to reward the holistic aspect of pupil development beyond the day-to-day curriculum, such as selfless acts of unsolicited helpfulness, showing resilience, perseverance, positivity and so forth. Exceptional performance, efforts and achievement can be further rewarded through Head of Prep Awards, Colours and positions of responsibility. The School values are promoted through a 'Values Champion' pin badge which are awarded weekly. All pupils who are nominated are also celebrated.

SANCTIONS

The form tutor acts as the pupils' first line of support and in the majority of instances, poor behaviour can be addressed through positive communication with the pupil and/or parent/guardian;

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however, on occasions firmer actions, or more formal sanctions, may be required. Tutors and subject teachers should be proactive in their approach, highlighting when a pupil is encountering difficulty and taking 'early help' action to improve behaviour before it becomes a serious concern. Including parents/guardians in this early help process is vital. Pupils who struggle to learn appropriate emotional and social behaviours, **such as those with SEND**, will benefit from a more differentiated approach.

For all tutors, pastoral support is available in the first instance via their Key Stage Leads, as well as the Assistant Head Pastoral. Academic sanctions should be issued in conjunction with the Assistant Head Academic. The Head of Prep, Senior Deputy and Assistant Head Pastoral (Deputy Designated Safeguarding Lead) are all members of the designated safeguarding team. Any concerns regarding safeguarding or a child's welfare will be reported without delay to the Designated Safeguarding Lead, Deputy Designated Safeguarding lead or a member of the Safeguarding Team, in their absence, without delay.

In the EYFS, children will have a warning in the first instance. If their inappropriate behaviour repeats, they will have time out to think about their actions.

'Time outs', loss of privileges, detentions, are means to help Upper Prep pupils improve their behaviour. Tutors and subject teachers could also use reflection, target setting as well as incentives to encourage pupils to improve the standard of their behaviour. Parents/carers are also important partners and should be contacted by the tutor or Heads of Key Stages and Assistant Head Pastoral if appropriate. Regular communication with parents, sharing positives, as well as negatives, is highly effective.

When sanctions are applied it is the professional responsibility of the individual member of staff confronted with the disciplinary problem to resolve it in the context in which it arises. Any sanction applied must be appropriate to the incident. When applying sanctions staff are advised to:

- Follow the agreed whole school structure
- Avoid confrontation
- Listen to what the pupil has to say and show empathy for their perspective
- Make it clear that it is the behaviour not the child that is being sanctioned.
- Help the pupil to reflect on the effect of their behaviour
- Follow a behaviour management style that avoids early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid whole group sanctions
- Take account of individual circumstances before applying the sanction
- Communicate with parents/guardians when patterns emerge or more serious sanctions occur.

If possible, apply sanctions that help the pupil to reflect on and learn from their mistakes. For example: overzealous behaviour on the playground could result in a 'time out' or loss of certain privileges e.g. ban from playground football for a set period of time.

Lack of consideration for their environment e.g. deliberate acts of untidiness in classrooms, the dining hall or changing rooms could result in the pupil helping to tidy these areas or perform tasks to



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assist others in keeping such areas in good order e.g. clearing trays, tidying lost property, organising class resources etc. are such examples.

Further action - If a member of staff feels that an incident is more serious, they should liaise with the Assistant Head Pastoral before deciding what further action is appropriate. After consultation, the Assistant Head Pastoral may decide to issue a Detention or refer the child to the Senior Deputy Head or Head of Prep.

Rough and tumble play and fantasy aggression - EYFS/LP

Young children can engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above. We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play not as problematic or 'aggressive'. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

OTHER DISCIPLINARY OPTIONS AND PROCEDURES

Behaviour Points (Upper Prep)

These are issued for repeated low-level infringements that may not warrant a sanction in isolation e.g. running along a corridor.

Progress Report

Children, whose work or behaviour is persistently unsatisfactory, may also be placed on a Progress Report by the Assistant Head Pastoral (pastoral matters), or Assistant Head Academic (academic matters). In the Lower Prep, including EYFS, class teachers keep a Pastoral File to record any unsatisfactory behaviour and actions. This is monitored regularly by the class teacher and if further actions are necessary this is shared with the Assistant Head Pastoral.

Removal of Free Time

If a child fails to respond to positive reinforcement or other sanctions, then it may be necessary for him/her to miss break times or lunch time breaks. The Assistant Head Pastoral should be informed to ensure excessive or multiple sanctions are not issued.

Sending out of class

Children should not be sent out of lessons, but in exceptional circumstances, and for extremely disruptive behaviour, a child may be removed from lessons by a member of the Prep Leadership Team.

Detentions

Where positive reinforcement or low-level sanctions have been ineffective, it may be necessary to implement more formal detentions. Depending upon the nature of the infraction(s), these may initially be with the tutor/subject teacher or escalated to the Head of Key Stages. For continuous or



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more significant behavioural issues, detentions may be escalated to Assistant Head Pastoral, Senior Deputy Head and in extreme situations, the Head of Prep.

Suspension and Exclusions

It may be necessary for the Head of Prep to withdraw a pupil for internal suspension. This would include removal from lessons and all free time. A child may be temporarily or permanently excluded, from School only on the direct and personal action of the Headmaster of Kimbolton School, who will consult fully with the Head of Prep. It should be noted that in the School's Terms and Conditions (Disciplinary Procedures 6d) it also states: Instead of suspension or exclusion the Headmaster may in his discretion require you to remove your child from the School.

If the Headmaster considers that: your child's attendance or progress is unsatisfactory and, in the reasonable opinion of the Head of Prep, the removal is in the School's best interests and/or those of your child or other children.