Kimbolton School
Cambridgeshire

BEHAVIOUR AND DISCIPLINE POLICY INCLUDING REWARDS – PREPARATORY SCHOOL

Policy owner: Assistant Head Pastoral
Governor Committee: Education
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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. This policy is applied in line with the school Safeguarding Policy and Keeping Children Safe in Education 2026

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.

Our school is committed to ensuring all pupils are treated with equal respect, regardless of gender. Behaviour or language that suggests girls or boys are less capable, less important, or should be treated differently—such as excluding others from activities, dismissing their ideas, using gender-based insults, or failing to respect personal space—is not acceptable. We expect all pupils to include others, listen to each other, and challenge stereotypes so that everyone feels safe, valued, and able to participate fully.

'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 further promote positive behaviour.

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

• Actively promoting the school's values.

• 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.

The following table outlines how house points are awarded in recognition of positive behaviour, effort and contribution to the school community. These will be collected as stickers in diaries for Year 1 to Year 6 and EYFS will have sticker cards.

House Points Earned	Reward / Recognition	What This Looks Like
1 House Point	Demonstrating a school value, excellent independent work or super attitude to learning.	• Persevering in a lesson, even when work is tricky • Making significant improvements or progress in their work • Showing excellent attitude to learning • Helping another pupil without being asked • Being particularly kind, respectful, or inclusive • Being an exceptional role model to others • Showing particular pride in their work or school
2 House Points	Value Nomination (nominated by staff to the Head of Prep)	• Going above and beyond expectations in demonstrating a school value and celebrated in Friday's assembly
3 House Points	Value Champion (chosen by the Head of Prep)	• Recognised as a role model for a school value award and celebrated in Monday's assembly.
4 House Points	Head of Prep Award (nominated by staff to Head of Prep)	• Exceptional effort, behaviour or achievement. • Other rewards, such as postcards, can still be awarded.

House points are totalled on a weekly basis, with individual pupils and Houses recognised in assemblies for their achievements. Across each term, cumulative totals are also celebrated, with recognition given to the highest-performing pupils and Houses in each term, from EYFS through to Year 6, to promote a sense of community, positive behaviour and collective achievement.

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 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; 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 Head of Key Stage, 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.

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.

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 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.

The school does not accept behaviour or language that suggests girls or boys are less capable, less important, or should be treated differently. We expect all pupils to treat each other with kindness, fairness and respect.

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.

The table below sets out the behaviour consequences for not meeting these expectations, consistently across the school to maintain a safe and respectful learning environment.

Behaviour Type	**Examples**	**Staff Response**	**Consequence/Sanction**
Low-Level Poor Behaviour	• Talking at inappropriate times / calling out • Not following instructions • Disrupting learning • Not settling to work / avoidance • Poor effort or incomplete work • Running indoors • Minor playground concerns • Careless use of equipment • Uniform/appearance issues • Forgotten homework • Mild rudeness	• Verbal reminder • Restate expectations	• Brief reflection if needed. • Restorative conversation with member of staff.

Repeated Poor Behaviour	• Repeated low level poor behaviours • Disrespectful tone or language • Ignoring adult instructions • Mild unsafe behaviour • Dishonesty to avoid consequences • Intentional disruption of others • Regularly forgetting to hand in homework • Minor property damage • Arguing or refusing to cooperate • Any behaviour or language that puts down, excludes, or treats someone unfairly	Log on ENGAGE • Parent Contacted by email or phone	May include: • Loss of free time • Break time OR lunch time detention with class teacher or Form Tutor • Reflection sheet • Restorative conversation
Persistent Poor Behaviour	• Persistent defiance • Swearing • Deliberate unsafe behaviour • Physical aggression • Bullying behaviours • Inappropriate hands-on behaviour • Verbal threats • Discriminatory remarks/misogyny	Log on ENGAGE • Parent Contacted by phone and meeting arranged if necessary	May include: • UP After-school detention or missed club • Head of KS/AHP involvement
Serious Incidents	• Intentional damage to property • Stealing / attempted theft • Repeated bullying • Serious physical harm or attempted harm • Swearing at or verbally abusing others • Harmful misuse of technology	Log on ENGAGE • Parents Contacted and meeting arranged	May include: • Friday after-school detention with SLT • AHP/SDH involvement • Progress Report card • Removal from activity/lessons

Significant Incidents	• Repeated serious incidents • Targeted bullying • Significant breaches of behaviour policy • Fighting causing injury • Significant vandalism • Serious discriminatory language or harassment • Threatening or intimidating behaviour • Serious violence • Significant safeguarding or discriminatory abuse	Head of Prep decision (in consultation with the Headmaster where appropriate)	May include: • Fixed-term suspension/exclusion • Formal parent notification • Reintegration meeting