



# BEHAVIOUR AND DISCIPLINE POLICY

## INTRODUCTION

Cranleigh Prep School encourages pupils to adopt the highest levels of behaviour, principles and moral standards. We promote trust and mutual respect for others. We believe that good relations and good manners play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our teaching and extensive programme of extra-curricular activities.

Cranleigh Prep School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and of different faiths. Whilst each pupil is developed as an individual, they are instilled with a sense of empathy for others thus preparing them for adult life.

Cranleigh Prep School community of Governors, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. We see education as a partnership involving all stakeholders. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

The school rejects the use of corporal punishment.

## CODE OF CONDUCT

**RESPONSIBILITY:** be responsible for yourself (understand the consequences -both positive and negative-of your actions); be responsible towards others; be responsible for your environment

**SERVICE:** look to serve each other and the community

**PERSEVERANCE:** give of your best in all you do

**THOUGHTFULNESS:** think about your actions and decisions

**EMPATHY:** think of others, be kind, show good manners

## **AIMS AND EXPECTATIONS**

- To foster a supportive and caring community where all pupils, staff and visitors feel welcomed, valued and safe
- To promote an environment that encourages and reinforces good behaviour and a positive work ethic
- To develop consistency amongst staff in their responsibility towards behaviour issues.
- To create, through positive role-models and attitudes, a caring environment in which teaching and learning can take place
- To teach values and attitudes as well as knowledge and skills. Pupils should be taught to behave in a socially acceptable way and to understand the needs and rights of others
- To encourage good behaviour by providing a range of rewards for the children
- To make clear to all pupils the range of sanctions that will follow misbehaviour
- To promote the importance of self-discipline, to encourage respect for authority among pupils and to teach them the difference between right and wrong

It is the policy of the school to encourage pupils to act in a positive and appropriate manner. The good behaviour of pupils in our school is dependent upon strong relationships between adults and children, where they all are seen as individuals. At CPS colleagues work in collaboration to provide a consistent approach to behaviour management and have high expectations for all pupils.

At CPS we actively promote good behaviour through:

- Having a clear and positive reward system of rewards (Carrot Rewards)
- A Code of Conduct
- The creation of an atmosphere that promotes empathy and understanding of others
- Looking for opportunities to reward behaviour which demonstrates both academic achievement but also good citizenship (compassion, kindness, thoughtfulness for others)
- Having clear boundaries which are understood by the pupils
- Teachers and older pupils (Prefects) modelling positive behaviours for younger children within the school

## **REWARDS**

Positive reinforcement is integral to the successful management of behaviour. Incentives and rewards should be used as much as possible in order to promote pupil's self-worth and confidence. It is the school's policy to recognise and reward both good behaviour and both individual and group achievements. The school primarily uses "Carrot Rewards" to promote good behaviour. Termly prizes and recognition in assemblies also promote the school's code of conduct and expectations.

The reward system is linked to the House system. There are four Houses within the school: Clubs, Diamonds, Hearts and Spades. Siblings will be placed in the same House. Pupils can receive rewards for excellent work, progress, effort, manners and good citizenship. Points can be awarded by staff for

both academic and non-academic areas of school life. All House Points are logged by staff on the online Carrot Award system.

As the pupils collect carrots, over the duration of the term, they receive an award: bronze, silver, gold badges.

## **INTER-HOUSE COMPETITION**

Carrots (points) are rewarded to all pupils across the school for the reasons highlighted in the previous section. Once they have been rewarded they cannot be removed. Each week the total number of House Points for each house can be collated online. At the end of each term, the House Cup is presented to the winning team.

Pupils will be set a target to gain reward (totals will be different each half term due to the variability in the length of weeks within a half term; pupils will be informed of the target number at the start of each half term). If pupils achieve this score they will be rewarded.

## **HEADMASTER'S CARROTS**

Five carrots (the maximum possible) are awarded to a pupil who is asked to see the Headmaster to share a piece of work that demonstrates excellence in content or presentation, effort or progress.

## **DISCIPLINE**

### **Dealing with issues**

When a pupil breaches acceptable behaviour then staff should follow the guidelines set out below.

It is hoped that whenever a child makes a mistake or needs disciplining the member of staff who is either on the scene or who is made immediately aware of the issue will deal with it. This shows the child that each adult is interested in their progress and that the child does not perceive that they are passed on to someone else to deal with. In such cases where it is felt a matter needs to be passed up the management chain (e.g. a serious issue) the flow diagram below should be followed.

### **Sanctions**

Sanctions should be imposed which are mindful of reparation being made with anyone who may have been affected by a child's mistake. This is an educational approach which will allow the child to see the effects their actions have on others i.e. if they make a mess they should apologise to the cleaning staff and then be seen to clean up. This links to "responsibility", "thoughtfulness" and "empathy" in the school's code of conduct.

Where a child is seen not to be learning from mistakes – repetitive offending – or a misdemeanour is deemed serious, the management chain will be followed. A detention may be given.

At the headmaster's discretion, for serious misconduct a child may be suspended from school or permanently excluded (see Expulsion, Removal and Review Policy).

In some instances, a **Report Card** may be issued by Form Teacher/ Head of Year in order to monitor a child's progress on a daily and lesson-by-lesson basis. The **Report Card** should be presented by the child to the teacher at the beginning of every lesson. It will be signed by each teacher and an appropriate comment made. It should be shown to the Headmaster each morning at 08:10am. Report Cards would not normally last more than one week.

### **Detentions**

Repetitive misdemeanors may mean a child being given a detention. A detention will take place between 4:45 pm and 5:45pm. Parents are to be informed of the detention at least 24hours in advance.

### **Sanctions available:**

1. Break/lunch time detention
2. After school detention
3. Internal suspension – all free time, sport and activities removed but lessons carry on.
4. Suspension from school
5. Exclusion

### **SUBJECT BASED PROBLEM (ACADEMIC)**

Subject/ class teacher deals with the problem

Matter referred to the Form Tutor

Head of Year

Head of Department

Matter referred to Deputy Head Academic

Matter referred to the Head Master

## **PASTORAL PROBLEM**

Teacher deals with the problem

Matter referred to the Form Tutor

Head of Year

Matter referred to Deputy Head Pastoral

Matter referred to the Head Master

## **BEHAVIOUR PROBLEM**

Class teacher or teacher on duty (Prep) deals with the incident. Notes placed on the Pastoral Module.

Matter referred to the Form Tutor

Matter referred to the Head of Year

Matter referred to the Deputy Head Master

Referred to the Head Master

All incidents of misconduct should be logged either on the school's Pastoral Module or ISAMs and the relevant staff – Form Teacher/ Head of Year/ Head of School – informed.

The Deputy Head Pastoral will keep overview, along with Form Teacher/ Head of Year to identify trends and children who need support or action. The Deputy Head Pastoral will also be consulted if a member of staff is concerned that an incident might constitute a safeguarding issue. If the Deputy Head Pastoral decides and issue is one of safeguarding, it will be entered on CPOMS and appropriate action taken.

Level of behaviour Staff responsible	Examples of behaviour	Support / action
1  Subject Teacher/ Form Tutor	Low level occasional Lateness to lessons Disruption to Teaching and learning Lack of respect to staff or other students Minor rudeness Incorrect school uniform Homework handed in late	Warning Move place in class Complete work at a break time, on the same day Record on Pastoral Module Confiscation of item Menial <del>task</del> tidying classroom
2  Form Tutor Head of School	Persistent low level no improvement from Level 1 after previous sanction. Repetition of not handing prep in/ poor effort in class Inappropriate behaviour Rudeness, rough behaviour Use of foul language	Report Card After school behavioural detention Parents contacted via phone or email Record on Pastoral Module Withdrawal of break time
3  Head of School Deputy Head Pastoral Deputy Head Academic	Bullying incidents Dangerous behaviour Damaging school property Intentional swearing Carries out minor assault Student threatens to use violence	Meeting with parent Internal suspension Risk assessment completed for school trips Withdrawal from privileges Mentoring program action Option of counselling
4  Deputy Head Pastoral Deputy Head Academic ELT	Sustained bullying Vandalism Persistent bullying – physical or verbal (Peer on peer abuse) Theft Phone on school premises without permission Carries out assault	External suspension Pastoral/Academic Support Plan action on return Mentoring programme action to support pupils return.
5  Headmaster / Governor	Persistent refusal to comply with school behaviour policy. Commits a one off serious incident which the Headmaster deems significant enough to warrant permanent exclusion.	Meeting with parents External exclusion: fixed or permanent

## **REASONABLE ADJUSTMENTS**

Consistent with the School's overriding legitimate aim of protecting the needs, well-being and interests of the whole school community, the School will make reasonable adjustments for managing behaviour which is related to a pupil's disability and ensure that the School's response to such behaviour is proportionate. Staff should seek advice from the Deputy Head (Pastoral) or Head of Learning Support if they are unsure about how to manage a pupil's behaviour where this is or may be related to a disability.

If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Deputy Head or Head of Learning Support and further action in accordance with the School's policy on special educational needs and learning difficulties will be considered.

Where Exclusion or Removal needs to be considered, the School will make such adjustments as are reasonable so as to assist a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

## **INVOLVEMENT OF PARENTS**

Parents and Guardians who accept a place for their child at Cranleigh Prep School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Whilst low level disciplinary matters may not be communicated to parents, when it suspected that a pupil may be subject to disciplinary action - in accordance with the Expulsion, Removal and Review Policy – early parental involvement will be sought.

## **EXTERNAL AGENCIES**

It may be necessary for the school to involve external agencies in disciplinary matters. For example, a serious breach of discipline may require police involvement and where a breach compromises safeguarding of a pupil or pupils the relevant authorities will be contacted. Other relevant external agencies may be contacted for advice and guidance.

## **COMPLAINTS PROCEDURE**

A copy of the School's complaints procedure can be sent on request or can be downloaded from the school website. If parents are not happy with the way that they or their child is treated by any member of the staff or other parent at the school, they should in the first instance contact the Form Tutor or Head of

Year, who may then refer them to the Deputy Head Pastoral or Deputy Head Academic or Headmaster.

In the event of a malicious allegation against a member of staff, the Headmaster will decide appropriate disciplinary action.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. It is published on the website and is readily available to all members of the Cranleigh Prep School community.

### **See also:**

Anti-bullying Policy  
Anti-cyberbullying Policy  
Concerns and Complaints Policy

Expulsion, Removal and Review Policy  
SEN & Learning Support Policy  
Child Protection (Safeguarding) Policy  
Theft, Search & Confiscation Policy

**Policy reviewed annually. Last reviewed July 2023**

**Emma Lewis**

Deputy Head Pastoral (DSL)