



The Study Prep
WIMBLEDON

Name of Policy	Behaviour Policy
Reviewed by	Deputy Heads
HMT Member	Deputy Heads
Date of review	July 2024
Date of next review	July 2025



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BEHAVIOUR POLICY

The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Kindness towards others is at the heart of everything we do at The Study.

Introduction

The policy has been compiled with reference to the current Keeping Children Safe in Education 2023 Statutory Guidance, the Behaviour and Discipline in Schools 2016 Guidance and the Equality Act 2010.

This Policy applies to all pupils including those in the Early Years Foundation Stage (EYFS). Our designated staff member responsible for behaviour management in EYFS is the Early Years Coordinator.

The School is an inclusive community; we welcome pupils from a wide variety of ethnic and social backgrounds and faiths. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a pupil is adopted or is a carer.

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them: in assemblies and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

The Pupils' Code of Conduct:

Rights

1. to be able to study and learn safely and effectively
2. to take part in the cultural and sporting life of the School with the support of our fellow pupils
3. to have our opinions listened to
4. to enjoy life at School

Responsibilities

1. to know and keep the School Rules
2. to work hard
3. to be well prepared for registration, lessons, games and activities
4. to help others and to respect their rights
5. to behave responsibly when representing the School in the community.

Harassment and bullying in any form, including online, or outside school, will not be tolerated in line with our Anti-Bullying Policy.

Parents:

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct (both in school and online), uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

Objectives of this Policy

1. To clarify the type of behaviour we strive to maintain throughout the School
2. To set out the strategies we have in place to encourage positive behaviour
3. To set out the consequences/sanctions that may be incurred as a result of unacceptable behaviour

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy and Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Contextual Safeguarding

If staff suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they must follow the procedures set out in the school's Safeguarding Policy and report their concerns to the school's Designated Safeguarding Lead (DSL), without delay.

Our policy of inclusion means that we will always consider any behavioural concerns in the light of unmet educational needs, pupil's emotional wellbeing and possible neurodiversity. Any concerns will be discussed with the School's Head of Learning Enrichment. The School takes its duties under the Equality Act 2010 seriously and makes [reasonable adjustments for pupils with special educational needs and disabilities (SEND). We are mindful that not all pupils requiring support with behaviour will have identified SEND.

We expect Study girls to:

- Be kind, helpful and considerate to others
- Work hard
- Tell the truth
- Respect the rights and belongings of others

Encouraging Acceptable Behaviour including Rewards

Responsibility of Staff

To encourage acceptable behaviour, staff will take collective responsibility for behaviour management and will:

- Treat all pupils and adults with respect and model acceptable behaviour
- Praise pupils' efforts and achievements as often as they can
- Explain to pupils what they should have said or done when they get things wrong
- Encourage pupils to reflect upon their behaviour

Clear staff guidelines with regard to acceptable physical conduct are set out in the Staff Handbook, Staff Code of Conduct and in the Safeguarding Policy.

Any physical restraint is only permissible when a pupil is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. A number of members of staff on both sites have received positive handling training. All incidents of the use of physical restraint should be recorded in writing on CPOMS and reported immediately to the DSL and Head. The parents will be informed on the same day or as soon as reasonably practicable of any such physical intervention.

Values Based Education

Our school values are:

- Curiosity
- Compassion
- Creativity
- Courage

We teach these through our Values Based Education, which enriches our School community and helps to fulfil our aim to provide a learning environment that fosters academic and creative achievement while nurturing well-rounded, confident, caring girls with a love for learning, a broad outlook, good manners and a real zest for life. We encourage parents to reinforce the values at home.

Stickers

Stickers are used to promote positive behaviour and reward effort and attainment. There are stickers to recognise each of the four values.

School Rules

The school rules are displayed around the school and referred to help pupils understand what is expected of them.

Assemblies

Assemblies are used to encourage high standards of behaviour and mutual respect.

Reward Assemblies (Star of the Week)

There is a weekly Celebration Assembly at both Houses where pupils are given star badges to reward positive behaviour, as well as effort and achievement in work. Good work will be shared in the assembly, with each recipient of a star encouraged to explain why they have achieved their award. The Head will meet with each recipient ahead of the assembly.

House System

Each pupil belongs to one of four Houses. The House system promotes healthy competition and school spirit. Sporting and other events are held throughout the year to enable the pupils to represent their House. House points are awarded to the Houses, through our rewards system (see below). House points are shared at the end of each half term and a house cup is awarded.

House Points

House Points are given to pupils to reward particular acts of kindness, helpfulness and showing initiative, as well as for effort and achievement in work and for contributing to school life.

Golden Time (Reward for Positive Behaviour)

KS1 has Golden Time every week. Pupils are included in choosing what their Golden Time will comprise, to encourage ownership and responsibility. This is awarded to encourage positive behaviour at all times.

Prize Giving

We hold end of term Celebration Assemblies at both Houses at the end of the Summer Term to celebrate pupils' efforts and achievements in work and behaviour.

Sanctions

In KS1, loss of Golden Time is used to discourage poor behaviour. If the class rules are not followed, or if after a warning pupils continue to misbehave or do not follow instructions, they lose some Golden Time. This is to encourage pupils to realise that their actions have consequences, and to have time to reflect upon their behaviour. A green, amber and red traffic light system is used in each classroom to act as a deterrent.

Form teachers should monitor the number of times a member of their class loses Golden Time. If it happens regularly, they should alert the Deputy Head, who will speak to the pupil directly about her behaviour. The parents should also be informed.

If a pupil's behaviour is such that it needs constant monitoring, a report system will be initiated. The Deputy Head will brief all staff involved.

In KS2, pupils are expected to adhere to the school rules. If a pupil is deemed to have not followed the rules and their behaviour has been of low level concern, the following steps should be taken:

1. Verbal Warning
2. Traffic lights amber *
3. Traffic lights red - loss of time at Morning/Midday Break, visit to Deputy Head and parent/s notified
4. Visit Head – parent/s asked into school

*If the teacher is teaching outside the classroom, he/she should alert the Form Teacher as soon as the lesson has finished.

Any time the Behaviour policy is enforced, it must be recorded on CPOMs.

In the case of a serious violation of the school rules, such as bullying or physical assault, the pupil should go straight to red.

Unacceptable Behaviour

At the Study we will not accept:

- The use of rude or unkind language
- Hitting, kicking, biting or any other type of physical response
- Disruptive behaviour
- Any form of bullying (see Anti-Bullying Policy)
- Any form of discrimination

Difficulties with executive function skills

We must be mindful of interplay with neurodiversity. The following three steps should be carried out:

- Speak with the pupil to begin with
- Speak with the parents if the behaviour continues
- Refer to Learning Support if the above are unsuccessful

Exclusions

We cannot foresee any circumstances in which a pupil would be suspended or excluded from school, although in extreme cases, it may be necessary to discuss with parents, whether this school provides the right environment for their pupil.

The named person with responsibility for behaviour management in EYFS is the Head of EYFS and is supported by the Deputy Head at Wilberforce House as well as the Head.

The chain of responsibility for behaviour management in other areas is as follows:

- The member of staff witnessing the inappropriate behaviour
- Form Teacher
- Deputy Head, Spencer or Wilberforce House
- Head

Complaints

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure (which applies equally in the EYFS setting)] is on our website. Copies can be made available on request.

Monitoring and Evaluation

All staff are responsible for monitoring the standards of behaviour within the school. The Deputy Heads are responsible for monitoring behaviour and tracking trends. The School will record all behavioural incidents and sanctions in accordance with this Policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this Policy. The issues are recorded on CPOMS and in addition behavioural issues are discussed in weekly briefings and pastoral meetings.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. Where patterns are identified, the School will decide upon an appropriate course of action, which may include additional staff training, incorporating learning points in pupils' PSHE/RSE lessons, or amending this Policy.

The Behaviour Policy is reviewed annually.

Policy Reviewed: July 2024

APPENDIX 1

SCHOOL RULES

We are proud to be Study girls and we :

1. Are kind, honest and polite
2. Work hard, have a go and always try our best
3. Include and respect everyone
4. Take pride in our school and look after our environment
5. Are sensible and safe in all areas of school life
6. Stay true to our school values of compassion, courage, creativity and curiosity.