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1 Introduction

It is a primary aim of St Faith's School that every member of the school community should feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment where everyone can feel happy, safe, and secure and become positive, responsible, and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, as well as deterring anti-social behaviour.

The children in our Pre Prep, especially those just starting school in the Early Years Foundation Stage (EYFS), are developing the skills needed to manage emotions, build positive relationships, sustain attention, follow routines and regulate their behaviour. These skills are taught, modelled and practised throughout daily school life and through the development of St Faith's Learning Habits. Appendix 2, *Positive Behaviour, Relationships and Self-Regulation in Pre Prep*, sets out the developmentally appropriate approaches used within the Pre Prep to promote positive behaviour, support self-regulation and ensure consistent adult responses. This appendix should be read alongside the whole-school Pastoral, Behaviour and Discipline Policy.

Further information and guidance we use is found in:

‘Behaviour in Schools: Advice for head teachers and school staff’ DfE February 2024.

2 Related School policies

This policy is to be considered alongside other relevant policies and documents, which are accessible to parents on the school's [website](#) or can be provided upon request.

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Information Technology Acceptable Use Policy
- Mobile Phone and Other Smart Devices Policy
- Physical Contact and Positive Handling Policy

3 The promotion of good behaviour amongst pupils

We aim to foster an environment where pupils are well behaved and show respect towards each other. The School uses a number of strategies to promote good behaviour and to ensure a safe and a positive learning environment:

- The teachers have high expectations of the children in terms of behaviour at all times, and they strive to ensure that all children work to the best of their ability.
- Members of staff must act as good role models to the pupils and set an example through their high standards of behaviour.
- Moral issues affecting the School and the wider world are regularly discussed in assemblies, PSHCE lessons and Tutor times as well as in other parts of the curriculum.
- Pupils are regularly reminded, in assemblies and Tutor and PSHCE sessions about ‘Being our Best Selves.’ This means being fair, truthful, patient, generous, forgiving, kind, hardworking, sympathetic, brave, and thankful.
- Pupils are taught the 3 Rs; Respect for myself, Respect for others and Responsibility for all my actions. These qualities form part of the ‘Being our Best Selves’ document.
- Pupils are regularly taught about the importance of respecting others and being tolerant of those whose beliefs differ from their own. Respect is regularly referred to in assemblies and curriculum lessons.
- Pupils in Year 8 act as Prefects and Buddies and they are encouraged to be fine role models to younger pupils.
- Pupils are taught about the importance of considering others who are less fortunate than themselves and they take part in fundraising events throughout the year, supporting local and national charities.

- Pupils have regular opportunities to put forward their views on school issues in PSHCE, Tutor time and by taking part in surveys. They can also consult with the Eco-Committee or School Council.
- Pupils are taught that having good Learning Habits means displaying independence, ambition, curiosity, collaboration, listening, resilience, reflection, and creativity.
- Pupils in Years 3 to 8 are informed when they have received a green (positive) entry in a lesson for displaying excellent Learning Habits or 'Being our Best Selves' qualities. In academic subjects, the green entry may be displayed on the interactive whiteboard. In other subjects, pupils will be informed about the award verbally. Certificates of Merit are awarded when pupils reach set thresholds.
- Children are expected to present themselves neatly and smartly in the uniform specified when they arrive at school in the morning and leave at the end of the day in a similar way.
- Pupils are expected to follow a system of basic rules that allows the school to run in a safe and successful manner.
- Only pupils who are on the 'Unaccompanied Journey' register are allowed to bring a mobile phone into school. Phones are dropped off in secure cabinets at the start of the day and returned to pupils as they leave the site. See the 'Mobile Phone Policy' for further information.
- The Information Technology Acceptable Use Policy contains rules which the pupils must adhere to. Pupils in Years 3-8 sign an agreement to use the network and internet appropriately and parents of Pre Prep pupils sign an agreement on their behalf. For further information, see the 'Network and Internet Policy.'
- The Policy Statement on 'Spiritual, Moral, Social and Cultural Development' contains further information on the ways in which the School promotes good behaviour amongst the pupils.

4 Rewards

Teachers use positive reinforcement throughout the school day, and congratulate children individually, in class settings or in assemblies.

In the Pre Prep, children may be recognised and rewarded through:

- Various stickers, including BOBS (Being our Best Selves) and Learning Habits stickers.
- Certificates, including Growth Champion, Being Our Best Selves, and recognition for achievements outside school and contributions to the wider community.
- Positive messages, praise and recognition shared with parents and carers.
- Opportunities to celebrate successes within class, assemblies and other school forums.
- Class team tokens, leading to a shared class reward or team time activity.

Children in Years 3-8 can be awarded:

- Merit stickers or praise certificates by individual teachers or Tutors
- Subject Commendations for consistently high attainment grades
- Certificates of Merit for displaying excellent Learning Habits or 'Being our Best Selves' qualities.
- Colours (Years 7 and 8 only) for outstanding achievements in a subject or being an excellent role model or ambassador
- Headmaster's Commendations for achieving consistently high Learning Habit grades
- Pastoral or academic ambassador awards for outstanding accomplishments
- Progress, achievement, year-specific subject prizes, and special prizes on Speech Day
- Kindness certificates for outstanding acts of kindness which are witnessed by staff or other pupils. These are awarded each week by the Headmaster

A House Point system is in place which reflects the successes of House teams, and the Learning Habits displayed by pupils within their subjects.

5 Sanctions

The school follows the DfE guidelines on sanctions in the document *“Behaviour in Schools – Advice for headteachers and school staff – February 2024”* (see link in Appendix 3)

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule, or fails to follow a reasonable instruction, the teacher can apply a sanction to that pupil. This includes in school or elsewhere under the charge of a member of staff, including on school visits. Teachers can also discipline pupils in certain circumstances when misbehaviour, including online, occurs outside of school. See information on “Behaviour outside of school premises” on pages 25 and 26 of the DfE document “Behaviour in Schools”.

It is recognised that adjustments to sanctions may be required for children with special educational needs. Any report of poor behaviour from a pupil with a recognised special educational need will be discussed with the Head of Learning Support and the Tutor/ Head of Year. Such pupils may require a sanction or further intervention to support their behaviours.

Teaching staff in Year 3-8 should inform Tutors, Heads of Year, the Deputy Head Academic and Director of Pastoral Care about concerns including; disruptive behaviour, rudeness and lack of punctuality or homework through our behaviour management system, ‘Trackit Lights’. Significant concerns are recorded as red entries in ‘Trackit Lights’.

The following interventions may be used according to each individual situation and will be applied in a manner that is appropriate to the age, stage of development and individual needs of the pupil.

5.1 Low level sanctions

- If a pupil does not listen carefully to instructions or work diligently, they may be asked either to move to a place nearer the teacher, or to sit away from others.
- If they do not try their best in all activities, they may be asked to redo a task.
- A pupil may be warned that they are unlikely to take part in a particular activity unless their behaviour improves.
- A pupil who is consistently failing to hand in homework on time or complete sufficient homework may be invited to attend a subject surgery.
- If a child is disruptive in class, the teacher will remind them of the expected behaviour and support them to re-engage with learning.
- Where behaviour continues to affect learning, the child may be directed to work in a quieter area of the classroom until they are ready to return positively to the group. Pupils must not be sent out of a lesson to stand unsupervised outside a classroom.

5.2 Daily Report or Sticker Chart

A pupil may be placed on a daily report or behaviour monitoring programme. In the Pre Prep, this may include the use of a sticker chart, personalised targets, visual tracking systems, home-school communication, or other age-appropriate strategies to support positive behaviour, self-regulation and successful participation in school life.

5.3 Removal from a lesson

In cases where a child is so disruptive that the learning or safety of the rest of the class is impaired, the child may be removed from a lesson by a member of staff, or a teacher may be called to sit in the lesson with the child. Following this incident, a further sanction such as 'Time out' may be implemented.

5.4 Time out

In Years 3 to 8, a pupil who receives multiple 'Trackit Light' entries in the space of a half term, may receive Time out in which they are excluded from a break time. Pupils can also receive Time out for one-off acts of poor, unkind or disrespectful behaviour. Time out takes place during lunch break and pupils spend time reflecting on their behaviour. Parents will be informed if their child receives a second Time out or more in the space of a half term.

In the Pre Prep, children may require a period of reflection time following repeated, unsafe or disruptive behaviour. Reflection time is always supervised and is used to support the child's self-regulation, understanding of expectations and restoration of relationships. Reflection follows regulation, and staff will use restorative conversations to help children understand the impact of their actions and identify positive next steps. Parents will be informed where behaviour concerns are significant, repeated or form part of an agreed support plan.

5.5 Internal suspension

A pupil who receives Time out on several occasions over the course of a half term or is involved in a significant one-off incident of poor behaviour may receive an 'Internal Suspension'. A pupil may be excluded from a sports match or other school event and spend an afternoon with the Director of Pastoral Care, Deputy Head or other member of the SMT. Alternatively, they may lose a series of breaks during a week. Parents will be informed.

In the Pre Prep, significant or persistent behaviour concerns will be managed on an individual basis by the Head of Pre Prep and other relevant senior leaders. In exceptional circumstances, a child may be withdrawn from an activity, event or privilege, or spend time working with a senior member of staff. Parents will be informed. Support, reflection and restorative approaches will continue alongside any sanction.

5.6 Safeguarding and Child-on child abuse

Some behaviour by a pupil or pupils towards another pupil or pupils may be of such a nature that safeguarding concerns are raised. A case of child-on-child abuse would be considered to be a safeguarding matter where there is 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm.' Child-on-child abuse can include but is not limited to:

- Bullying, including cyberbullying, prejudice and discriminatory based bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence or sexual harassment (which may include an online element which encourages sexual violence)
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude or semi-nude images or videos
- Upskirting
- Initiation or hazing type violence or rituals

The School's policy and procedures regarding child-on-child abuse are set out in the Safeguarding and Child Protection Policy. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff, the procedures in the School's Safeguarding and Child Protection Policy will be followed.

5.7 Suspension and Permanent Exclusion

The Headmaster will use his professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The examples below are types of circumstances which may warrant a suspension or permanent exclusion:

- Persistent poor behaviour which has not improved following previous in-school sanctions and interventions
- A serious breach or persistent breaches of the Pastoral, Behaviour and Discipline Policy
- Behaviour which is likely to put the welfare of other children or adults at risk
- Behaviour which unacceptably compromises the entitlement of children to learning
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

The Headmaster will not ask any parent permanently to remove a pupil from the school without first having informed the Chair of the St Faith's Committee or her appointed deputy of that intention.

Corporal punishment is illegal in schools and is never used or threatened at St Faith's. See the 'Physical Contact and Positive Handling Policy' for information on physical contact with pupils.

For further information on sanctions, see appendix 1.

6 Prohibited Items, Searching and Confiscation

6.1 Prohibited Items

In order to safeguard the St Faith's community, and in line with the DfE document 'Searching, Screening and Confiscation, Advice for Schools – July 22' (see link in appendix 3) the following items must, under no circumstances, be brought into school.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - o to commit an offence, or
 - o to cause personal injury to, or damage to property of; any person (including the pupil)

In addition, the following items are prohibited at St Faith's:

- stimulant drinks or powder
- replica weapons and pellets/bullets
- e-cigarettes
- vapes
- firecrackers

6.2 Searching Pupils.

The Headmaster, and staff that he authorises, have a statutory power to search a pupil or their possessions where the pupil may have a prohibited item listed in the prohibited items (above). In line with the DfE guidance 'Mobile phones in schools' (February 2026) a pupil can also be searched if there are reasonable grounds to suspect that they are in possession of a mobile phone or similar device. Pupils who are unaccompanied and have, along with a parent, signed the mobile phone agreement form must place their phone in the secure locker in Edenfield at the start of the day. See the Mobile Phone Policy for further information.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The authorised member of staff should assess how urgent the need for a search is and should consider the risk to other pupils and staff.

The Headmaster or member of staff authorised by the Headmaster may search a pupil provided that the member of staff is the same sex as the pupil being searched and there is another staff member as a witness. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency and where it is not practical to summon another member of staff.

The school will never search a pupil further than their outer clothing (meaning clothing that is not worn next to the skin).

The School will always consider the age and needs of the pupil to be searched and any SEND (Special Educational Needs and Disabilities) or other vulnerabilities the child may have before conducting the search.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they are in possession of a prohibited item; do not understand the instruction;

are unaware of what a search may involve; or have had a previous distressing experience of being searched.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Headmaster, Deputy Head, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search (see Physical Contact and Positive Handling Policy). A member of staff can use such force as is reasonable to search for any DfE prohibited items but not to search for items which are identified only in the St Faith's prohibited items. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

6.3 Confiscation

School staff can seize any prohibited item (including mobile phone or similar device) found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

6.4 Outside Intervention and Sanctions

Where a search identifies items found in the lists above, the Headmaster and Designated Safeguarding Lead would be involved and, where appropriate, outside agencies such as the police contacted. An appropriate sanction would be implemented in line with the school's sanctions system.

7 Accusations against staff and restraint

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take any disciplinary action.

Where a parent makes an accusation against a member of staff and the accusation is shown to have been malicious, the Head will consider (in accordance with the School's terms & conditions) whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably. An allegation is malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive.

For cases where restraint must be used e.g. to prevent a pupil committing an offence, injuring himself/herself or destroying property, see the 'Physical Contact and Positive Handling Policy.' Staff should ensure that, in such instances, the DSL is informed immediately, and a written report of the incident is made (within 24 hours of the incident) using 'MyConcern'. A record of physical handling incidents is kept in the SMT folder.

8 Support systems for pupils

- If pupils have anxieties or worries, they are encouraged to talk promptly to any member of staff with whom they feel comfortable, often this will be their Tutor, Head of Year, the Director of Pastoral Care, or the nurses in the Health Centre.
- In assemblies and Tutor times, pupils are regularly reminded about talking to staff.
- Pupils in Years 3 to 8 can also report a safeguarding, bullying or wellbeing concern via the online reporting system, 'MyVoice'. The link to the form can be found on SeeSaw (Year 3 and 4) or Teams (Years 5-8).
- Pupils in Years 3-6 may choose to speak to their Year 8 buddies.
- The School Counsellor attends St Faith's on Tuesdays, Wednesdays, and Thursdays. She supports, advises, and reassures pupils across the school. They may be struggling with issues including bereavement, parental divorce or separation, friendships, anxiety, and low self-esteem. The School Counsellor sees pupils for 30-minute sessions on a weekly basis.
- Year 7 or 8 pupils are sometimes asked to act as Peer Mentors or Play Buddies to younger pupils who may be experiencing a difficult time. Their role includes keeping a close eye on the other pupil/s at breaks and giving as much support as possible.
- External support services can provide school with additional help in identifying, assessing, and making provision for pupils with significant emotional needs when necessary. In consultation with parents or carers and, where appropriate, the Learning Support Department and Health Centre team, advice and professional support can be sought from the School Paediatrician, Clinical Psychology, Speech Therapy, Occupational Therapy, or the Cambridge CAMHS team through an Early Help Assessment (EHA). Pupils who suffer the bereavement of a close family member or friend may be referred to Ormiston Families counselling service which is based in Cambridge.

9 Information sharing amongst staff

- Teachers in Years 3-8 attend WICM (Weekly individual Concerns Meeting). The meeting is run by the Deputy Head Academic and Director of Pastoral Care. Pastoral or academic concerns of pupils in Years 3-8 are raised, and following the meeting, a register is distributed to staff. The Year 3-8 register alerts staff to pupils who may be struggling academically or socially or dealing with a difficult situation in their lives. Pupils are placed on the register at Levels 1, 2 or 3. Pupils at Level 1 are under the care of the Tutor or teacher, Level 2 under the care of the Head of Year, Head of Department or Head of Learning Support and at Level 3 pupils are monitored closely by the Deputy Head Academic, Director of Pastoral Care or Deputy Head. This system enables concerns to be picked up at an early stage and ensures that appropriate monitoring, intervention, or support can be provided.
- In the Pre Prep, pastoral, wellbeing and learning concerns are monitored through the Wellbeing Radar, intervention tracking systems, pupil profiles, IEPs, safeguarding records and regular review meetings. These records are reviewed regularly by the Head of Pre Prep, Deputy Head of Pre Prep, Head of Early Years, Learning Support staff and class teachers to ensure that emerging concerns are identified at an early stage and that appropriate monitoring, intervention and support can be provided in partnership with families and relevant professionals where required. The Bursar line-manages the Health Centre team and there is a close liaison between the Health Centre staff, pastoral teams, and the Learning Support Department.
- A bi-annual wellbeing survey (Cambridge Wellbeing Check) helps to raise awareness of pupil wellbeing. It highlights emotionally vulnerable pupils. Following each survey, meetings take place between pastoral and pupils who have wellbeing concerns.

- The Trackit Lights system in Years 3 to 8 enables teaching staff to inform a pupil's Tutor, Head of Year, Director of Pastoral Care and Deputy Head Academic about academic or pastoral matters, both positive and negative. The system enables important information to be passed on quickly. Poor or disruptive behaviour, rudeness, lack of punctuality or homework can be flagged up, alongside positive traits. Key pastoral staff are informed when pupils receive multiple negative entries and Time out may ensue. Pupils who receive multiple positive Trackit Light entries will receive certificates.
- The electronic Pupil Profile is used to record all incidents involving the pupils, meetings, and correspondence with parents. This important document provides a record of a pupil's career at St Faith's and is available to teaching staff. It is the Tutor's responsibility to ensure that records are up to date. Pupil records are monitored termly by the Head of Pre Prep and Heads of Year. Records of serious misbehaviour are kept by Senior Management in a separate folder.
- Safeguarding concerns are recorded by staff in the online reporting system 'MyConcern'. Information will be shared with relevant colleagues by the designated staff as necessary and appropriate.

10 Managing pupils' transition

- A staff meeting takes place at the beginning of the Michaelmas term in which teaching staff are alerted to the needs of SEND pupils or those who require additional support.
- Tutors ensure that tutees who are new to the school are looked after by peers whilst they are settling in. Tutors contact the parents of new pupils at the start of the term in which they join to ensure that there are no concerns.
- An 'Introduction to the School Year' talk is provided for all parents at the beginning of the academic year. Parents receive pastoral and academic information specific to their child's year group.
- In the Summer Term, 'Move Up' morning provides an opportunity for existing pupils and pupils new to the school in September, to meet with their new Tutors and Tutor group.
- Tutor handover meetings take place between appropriate pastoral staff during the summer term. During each Summer Term, the Director of Pastoral Care and appropriate Heads of Year meet with pastoral staff from senior schools to pass on information about pupils who are leaving. The pupils often meet with staff and/or pupils from their new school to discuss the move in September and ask questions.

11 Working with parents

We feel that it is vital for the staff to work in partnership with parents so that children receive consistent messages about how to behave at home and at school. At the 'Introduction to the School Year' talks in September, staff speak to parents about the importance of the partnership between home and school.

- We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between home and the school. In the 'Parents' Handbook,' parents are asked to contact their child's Tutor as soon as possible if there is a concern. The School will be in touch if we are worried about a child's welfare or behaviour. Parents are reminded that they can always speak to staff in person, on the phone or contact via e-mail to arrange a meeting time with members of the pastoral team. Pupil Planners (Years 3-6) and Reading Record books (Pre Prep) can also be used to convey messages to and from school.
- A monthly 'Pastoral Spotlight' appears in the weekly Newsletter, which focuses on key pastoral issues.

- If the school has to use reasonable sanctions to reform a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should contact their child's Tutor, Head of Year, Head of Pre Prep, the Director of Pastoral Care, Deputy Head, or the Headmaster.

12 Supporting vulnerable pupils and pupils with special educational needs or disabilities

- The school recognises its legal duties under the Equality Act 2010, including issues related to pupils with special educational needs and disabilities. The pastoral staff work closely with the Learning Support Department in supporting pupils and parents of pupils with special educational needs or disabilities. The school is fully aware of its duty to make reasonable adjustments for the behaviour of these pupils. Care plans may be drawn up to provide additional support to individual pupils and their teachers and there is close contact between staff and parents in these instances. The Head of Learning Support is in regular contact with outside agencies which support pupils and recommendations are fed back to staff.
- The school recognises its responsibility to be vigilant regarding the identification of sexually problematic or abusive behaviours and to respond sensitively and appropriately to children displaying such behaviours.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. For further information on bullying see the Anti-Bullying Policy. The school's Anti-Bullying policy is available on the school website.

C HYDE-DUNN

Headmaster

Appendix 1: Dealing with unacceptable behaviour

Dealing with unacceptable behaviour in Years 3-8	
• The procedure may start later than STEP 1 depending on the seriousness of the misbehaviour. • Variation to the progress of the STEP procedures may become necessary because of the demands of a situation or the needs of a child.	
STEP 1 – Teacher Action • Individual misdemeanour by pupil • Teacher to speak to pupil about concern and expectations • Inform Tutor and HoY of concern through the Trackit Lights system (either amber or yellow entry) If behaviour persists (i.e. a pattern) or if significantly serious, proceed to	
STEP 2 – Tutor Action • Pattern of behaviour or more significant "one off" misdemeanour	

- Further concerns flagged up through the Trackit Lights system (yellow entry/entries)
- Time out awarded
- Tutor discussion with pupil
- Where appropriate, pupil to be raised at WICM (Pending or Level 1)

If behaviour persists (i.e. a pattern) or if significantly serious, proceed to

STEP 3 – HoY Action

- Behaviour or situation unresolved or more serious “one off” misdemeanour
- Further concerns flagged up through the Trackit Lights system (yellow or red entry)
- Further discussions with pupil and extended Time out sanction
- Communication with parents from Tutor or Head of Year.
- Consideration of Daily Report being introduced
- Pupil to be raised at WICM (Level 2)

If behaviour persists (i.e. a pattern) or if significantly serious, proceed to

STEP 4 – Director of Pastoral Care/Deputy Head Action

- Behaviour or situation unresolved or serious “one off” misdemeanour.
- Further concerns flagged up through the Trackit Lights system
- If appropriate, Internal Suspension to be implemented
- Further discussions with pupil & meeting to be arranged between parents, Deputy Head or Director of Pastoral Care
- Pupil to be raised at WICM (level 3)
- Headmaster to be informed of concerns
- Internal support (e.g. School Counsellor) or outside intervention to be considered.
- All incidents recorded in Pupil Profile or ‘MyConcern’ where appropriate

If behaviour persists (i.e. a pattern) or if significantly serious, proceed to

STEP 5 – Headmaster Action

- Behaviour or situation still unresolved or very serious “one off” misdemeanour.
- Meeting to be arranged between parents, Director of Pastoral Care/Deputy Head and Headmaster
- Headmaster to meet with pupil
- Possible suspension followed by reintegration
- Possible permanent exclusion
- All information to be recorded in Pupil Profile or ‘MyConcern’ where appropriate

1. Introduction

The Pre Prep years are a crucial period in children's development; between the ages of three and seven, children establish the foundations for learning, relationships, independence, self-regulation and personal responsibility. At St Faith's, we maintain high expectations for behaviour, conduct, effort and participation. Our ambitious curriculum provides breadth, challenge and opportunity from the earliest years. Alongside academic learning, we explicitly teach the social, emotional and behavioural skills that enable children to thrive within a busy school community and prepare them for the next stage of their education. We believe that behaviour, learning and wellbeing are closely connected. Through Being Our Best Selves (BOBS), the 3Rs (respect for myself, respect for others and responsibility for all my actions), and St Faith's Learning Habits, children develop the values, behaviours and attitudes needed to flourish both within and beyond the classroom. The Pre Prep years provide the foundations for future success. Our approach combines clear expectations, consistency and accountability with warmth, encouragement, strong relationships and an understanding of children's developmental needs.

2. Aims

In Pre Prep we aim to:

- foster children's self-esteem, confidence and independence
- promote kindness, respect, responsibility and positive relationships
- help children recognise, express and manage emotions appropriately
- develop resilience, self-regulation and reflection
- establish clear routines and expectations that support success
- create an environment in which every child feels safe, valued and included
- teach children how to make positive choices, resolve difficulties and repair relationships
- maintain high expectations for behaviour, effort and participation
- work in partnership with parents to support children's development and wellbeing
- ensure safeguarding remains central to all behaviour practice

3. Principles

3.1 High Expectations and High Support

At St Faith's, we believe children are capable of great things. We maintain high expectations because we know young children can rise to challenge and responsibility. At the same time, we recognise that children are still developing the skills needed to manage emotions, sustain attention, solve problems, organise themselves, work collaboratively and reflect on their actions.

We recognise that children do well when they can. Our role is to understand barriers, teach the skills required for success and provide support that enables every child to thrive.

3.2 Relational Practice

Strong relationships are at the heart of effective teaching, learning and behaviour.

Children are most likely to thrive when they feel safe, valued and understood. Staff therefore invest time in building positive relationships with pupils and work closely in partnership with families.

Relational practice does not mean lowering expectations. Instead, it recognises that children are more able to meet expectations when adults provide clear boundaries, consistency, encouragement and connection. Staff seek to understand the reasons behind behaviour whilst maintaining high standards of conduct, participation and learning.

3.3 Age and Stage Development

Children in Pre Prep are developing the ability to manage strong feelings, sustain attention and concentration, follow routines and instructions, organise themselves and their belongings, solve problems independently, wait, share and take turns, think flexibly, and reflect on their actions and make improvements. These skills develop gradually and are explicitly taught, modelled and practised throughout school life.

Positive behaviour and positive learning behaviours are closely connected. Through our Learning Habits, children gradually develop ambition, collaboration, creativity, curiosity, listening, independence, reflection and resilience, equipping them with the skills needed for successful learning and participation both now and in the future.

3.4 Inclusive Practice

We recognise that children learn, communicate and regulate in different ways. Consistent routines, positive relationships, visual supports, modelling, rehearsal, social stories and clear expectations benefit all children and may be particularly important for some. We believe that approaches designed to support individual children often enhance learning, wellbeing and engagement across the wider community.

Staff will make reasonable adjustments where appropriate whilst maintaining high expectations for behaviour, conduct and participation.

4. Promoting Positive Behaviour

Positive behaviour is promoted through:

- the Being Our Best Selves (BOBS) framework
- the 3Rs: Respect for myself, Respect for others and Responsibility for all my actions
- the 8 St Faith's Learning Habits
- positive relationships with adults and peers
- clear and consistent expectations
- predictable routines and structures
- explicit teaching of behaviour and social skills
- assemblies, PSHCE, stories and discussion
- social stories and role play
- modelling and rehearsal of expected behaviours
- praise, encouragement and recognition
- opportunities to take responsibility and demonstrate independence
- close partnership between home and school

5. Supporting Understanding and Self-Regulation

Children are more likely to succeed when expectations are visible, predictable and achievable. Staff support children's understanding, independence and self-regulation through consistent routines, positive relationships, modelling, rehearsal, visual prompts and structured choices.

Stories, social stories, role play, circle time and class discussion may be used to help children develop emotional literacy, understand friendships and social situations, reflect on behaviour, and consider the impact of their actions on others.

Where appropriate, staff may use whole-class, small-group or individual approaches to teach and reinforce social skills, positive behaviours and school expectations. Examples of strategies that may be used to support understanding, independence and self-regulation include:

- visual timetables and prompts
- modelling and rehearsal
- social stories
- structured choices
- task breakdown
- movement opportunities
- sensory supports

- calm spaces
- reflection and restorative conversations
- support from trusted adults

These approaches help children develop the self-awareness, self-regulation and social understanding needed for successful learning, participation and relationships.

6. Adult Responses

Regulation support is not a reward and not a sanction. It is a wellbeing and safeguarding strategy used to help children regain self-control and readiness to learn and participate successfully.

When responding to behaviour, staff follow the St Faith's Pre Prep sequence:

Regulate → Relate → Reason → Repair

Regulate

Staff first help the child to feel safe and calm. This may involve moving to a quieter space, reducing language, offering reassurance, supporting breathing or movement, and remaining nearby as a trusted adult.

Relate

Staff reconnect through positive relationships by listening carefully, acknowledging feelings, offering support and helping children feel understood.

Reason

Once calm, staff help children reflect upon what happened, who was affected, what expectations were not met and what could be done differently next time.

Repair

Where appropriate, children are supported to repair relationships or situations through actions such as checking on another child, helping to tidy or restore resources, practising a better choice, making amends, or offering an apology when ready.

Behaviour is communication; expectations are reinforced and learning is supported most effectively when reflection follows regulation. Unsafe behaviour is always addressed, but children are most able to learn from mistakes once they are calm and connected.

7. Restorative Conversations

Once a child is calm and ready, staff may support reflection using questions such as:

- What happened?
- What were you feeling?
- What was difficult?
- Who has been affected?
- How might they feel?
- What needs to happen now?
- How can we put things right?
- What could we do differently next time?
- What would "Being Our Best Selves" look like in this situation?
-

The purpose of restorative conversations is not to assign blame but to build understanding, responsibility, empathy and positive future choices.

8. Pre Prep Behaviour Response and Escalation Framework

Stage	What we may see	Adult response	Recording / Communication
i. Reminder and Redirect	Low-level disruption, forgetting routines, over-	Calm reminder, model expectation,	No formal record normally required

	excitement, minor disagreements	redirect, reinforce positive choices	
ii. Regulation Support	Distress, frustration, difficulty managing feelings, inability to re-engage	Co-regulation, trusted adult support, movement, calm space, sensory support where appropriate	Share with class teacher
iii. Reflection and Repair	Behaviour affecting learning, relationships, safety or resources	Restorative conversation, problem-solving, repair, rehearsal of expectations	Share with class teacher. Record if significant or repeated (Playground incident form / Pupil Profile / My Concern)
iv. Record and Monitor	Repeated concerns, unsafe behaviour, distress, physical incidents or emerging patterns	Consistent strategies agreed, parental communication considered, ongoing monitoring	Share with class teacher. Record (Playground incident form / Pupil Profile / My Concern)
v. Individualised Support	Persistent concerns or unmet needs requiring additional support	Individual support plan, observations, Learning Support involvement, pastoral support	Recorded and monitored by relevant staff
vi. Senior Leadership and Safeguarding Response	Serious incidents, significant risk, safeguarding concerns	Head of Pre Prep, Deputy Head of Pre Prep, Head of Early Years, DSL/DDSL involvement as appropriate	Pupil Profile and/or MyConcern in line with school procedures

9. Consequences

Most incidents are addressed in the moment through support, reflection and teaching.

Support, understanding and co-regulation do not remove accountability. Children are supported to understand the impact of their actions and, where appropriate, experience proportionate consequences designed to promote learning, responsibility and restoration.

Where appropriate, children may experience logical and proportionate consequences connected to their actions. Examples may include:

- helping tidy resources that were misused
- repairing or restoring the environment
- practising a routine again
- temporarily missing part of an activity where safety and/or learning has been compromised
- increased adult support or supervision

Any consequence will be age-appropriate, proportionate, clearly explained and followed by support, reflection and reintegration.

10. Physical Intervention and Positive Handling

Where a child's behaviour presents a risk of harm to themselves or others, reasonable and proportionate physical intervention may be used in accordance with the School's Physical Contact and Positive Handling Policy.

Any such intervention will be:

- used only when necessary and proportionate
- focused on maintaining safety

- recorded in accordance with school procedures
- shared with relevant leaders as required
- recorded on MyConcern where appropriate

Parents will be informed on the same day if physical intervention has been required to ensure a child's safety or the safety of others.

11. Working with Parents

St Faith's values strong partnerships with parents and carers.

Parents will be informed where behaviour is significant, repeated, involves physical harm, causes distress, or where additional support may be beneficial.

When discussing behaviour, staff will:

- describe events factually
- focus on behaviour rather than labels
- explain strategies used in school
- identify next steps and support
- maintain confidentiality regarding other children

Children's behaviour will always be considered within the context of their age, stage of development, learning environment and individual circumstances. Changes in behaviour may sometimes be linked to factors outside school, and information shared by parents and carers can help staff better understand and support a child's needs. Open communication between home and school helps ensure that children receive consistent messages, appropriate support and the best possible outcomes.

12. Safeguarding

Behaviour may occasionally indicate a safeguarding concern, unmet need or welfare issue. Where behaviour raises safeguarding concerns, child-on-child abuse concerns or significant welfare concerns, staff will follow the Safeguarding and Child Protection Policy and record concerns using the appropriate reporting systems. All staff share responsibility for promoting children's physical and emotional wellbeing; safeguarding considerations always take precedence.

13. Conclusion

The purpose of this appendix is to ensure that behaviour practice across Pre Prep remains consistent, developmentally appropriate, inclusive, relational and firmly rooted in the values, expectations and ethos of St Faith's School. It reflects our commitment to high expectations, strong relationships, safeguarding, wellbeing and excellent outcomes for all children.

Appendix 3 - Related DfE policies

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[School Suspensions and Permanent Exclusions \(DfE\)](https://publishing.service.gov.uk)