



Promoting Positive Behaviour Policy

At Cheam School (the “School”) we encourage all pupils to adopt the highest standards of behaviour and to respect the ethos of the school. We believe that good manners and behaviour, strong relationships and a secure learning environment play a crucial part in the development of intellectually curious pupils who are motivated to become life-long learners.

We aim to enable all pupils to develop the habits of self-discipline and the attributes of a good citizen. We seek to create a happy and stimulating environment where pupils are encouraged to act in an independent and responsible way. We believe this is key to their development.

Cheam School is an inclusive community. We welcome diversity amongst our pupils including race, religion or belief, or social background. We treat everyone as an individual and expect all pupils and staff to show tolerance and respect towards others. At Cheam we aim to develop the whole person equipped to take their place in the modern world.

Particular consideration is always given, when considering behaviour and discipline, to pupils with special educational needs as well as those for whom English is an additional language.

Bullying in any form is not tolerated and is treated very seriously. Further details on our approach to bullying can be found in the school’s separate Anti-Bullying Policy.

Pre-Prep and EYFS Behaviour

‘We seek to instil the highest standards of behaviour from the moment a child enters the School. From the earliest ages, our children are encouraged and taught to be confident and independent thinkers who take responsibility for their own behaviour. Through our focus on the Zones of Regulation we show children how to manage their emotions and to recognise their feelings and the impact they have on others. We teach strategies to enable children to regulate their feelings and through this be more considerate of others. Our Pre-Prep staff are aware of their responsibility to act as role models and emphasize the importance of good behaviour from an early age.

In the Pre-Prep we expect all children to be aware of, and to adhere to, the following rules: :

- I am kind and gentle.
- I do not hurt other people’s feelings.
- I am honest.
- I listen well.
- I look after property.

Specifically in the Pre-Prep we require that children:

- Listen to and speak to others politely and courteously, and allow others to work without unnecessary interference or interruption.
- Think of others and respect their needs.

- Acknowledge and greet other children and adults appropriately.
- Move around the school quietly and with consideration to others for example by holding doors open, by offering directions and helping to carry difficult loads.
- Take responsibility for maintaining their own and communal spaces appropriately:
 - keeping classrooms, cloakrooms and work trays clean, tidy and well organised;
 - keeping toilets and washbasins clean and tidy.
- Behave in a responsible way at all times and in particular on school trips and when in the company of younger children.
- Wear their uniform respectfully and take pride in their appearance, realising that at all times they are ambassadors for their school.
- Become still and silent immediately when an adult calls for their attention.
- Walk quietly around school and on all pathways outside, showing respect for other users of the walkways and children who may still be in lessons.

Supervision of Pre-Prep Pupils

Staff take responsibility for supervising children at all times and are always alert to how children are behaving towards others:

- Children are admitted directly into the classroom from 8.00am.
- At playtimes children are escorted to the playground and, once there, are supervised by two members of staff at morning break and four members of staff at lunch break.
- At mealtimes, children are escorted to the dining hall. A member of staff sits at each table and good table manners are encouraged.
- At the end of the school day children are either collected from individual classrooms by their parents or carers, or accompanied to the After School Club or after school activities.

Rewards in the Pre-Prep

Staff in our Pre-Prep promote good behaviour at all times by means of:

- Verbal praise.
- Stickers.
- House Points.
- Letting the child show work to peers and other members of staff.
- Writing positive comments on the child's work.
- Praising the child for good behaviour in front of parents.
- Awarding certificates in assembly for both academic and non-academic efforts and achievements. Achievement is always judged according to the child's individual ability and not against that of the cohort.
- Class 'Star of the Week'.
- Special Time with the Head of Pre-Prep where we focus on valuing the children's work and praising them for the effort that they put into this

We focus on the positive, rather than the negative behaviours. Each week we hold a celebration assembly in which children are rewarded for excellent work and kindness towards others. Three specific awards are given for independence, manners and helpfulness. These are the Helping Hand, Independent Owl

and Manners Monkey. In addition the total number of house points is announced with the child who has received the most points that week being awarded a badge.

Discipline

We do not at any time use any form of corporal punishment or any punishment that would damage a child's feelings or self-esteem. We adopt a policy of 'dislike the sin but not the sinner' so that children realise that, while we might dislike their actions, this does not affect the way we value them as children. Discipline needs to be immediate, particularly in the Early Years Foundation Stage. Teachers will respond to poor behaviour in most instances with a warning, followed by withdrawal from the situation for a few minutes. Children are encouraged to articulate their feelings and to empathise with others and every opportunity is taken to assist children to find their own solutions to problems through discussion. We follow the Zones of Regulation to encourage children to recognise and regulate their own emotions.

Significant Behaviour Problems

Children who have particularly significant or persistent behavioural problems are given certain targets which are agreed with the pupil. These should be simple targets such as 'listening well', 'not interrupting', 'not touching other people' and should be related to the golden rules. At least one of these targets should be easily achievable. These targets are assessed by lesson, session or day according to the needs of the child. Suitable rewards are agreed with parents. Parents should be informed, where appropriate of any special strategies being taken and of any significant incidents in which their child is involved. We are also able to refer children who need support with friendships and social interactions to our two ELSA specialists.

If a child exhibits particular behavioural difficulties which are not managed by these strategies the school has a number of specialists to turn to for advice.

Prep School Behaviour

Responsibility Discipline and punishment in the School is ultimately the responsibility of the Headmaster and he is to be informed of all serious misdemeanours. The day to day maintenance of discipline within the School is the responsibility of ALL staff but especially the Duty Staff. The Deputy Head Pastoral plays a key role in maintaining good order and responsible attitudes throughout the School.

'Owning Up' Expectations of good behaviour are high in all areas of School life. Children are expected to own up to misdemeanours without fear or disgrace. Every effort is to be made by the staff (and senior pupils if appropriate) to discover culprits. Trouble taken in this way has an effect on children as it shows that staff and other members of the School care. This in itself should act as a deterrent for most pupils.

School Rules and Headmaster's Edicts

Within all our Prep School classrooms we display a copy of the 'School Rules' document. Often referred to as the Headmaster's Edicts this document outlines the ways in which pupils should behave and where to seek help if a child is feeling unhappy. Importantly, it also outlines the behaviours which are not allowed in School such as bringing in money or unofficial sweets or bullying others or stealing from others.

The School Rules are written in a clear way to encourage positive behaviour and self-discipline.

Classroom Discipline

In the classroom the highest standards of behaviour, concentration and co-operation from the children are expected. It is essential for all new teachers to be firm from the start and to set clear boundaries.

It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviours in class depending on the nature and content of the lesson. Behaviour which does not allow constructive teaching and learning is unacceptable and all staff understand the importance of minimizing disruption.

Continual poor behaviour by pupils or forms is reported to the Form Tutor and as necessary to the Head of Year.

Reward System

Within the Prep School we reward and encourage good behaviour through our Credits, Debits, GW's and PA's system and through the Cheam Diploma.

Credits and Debits

Credits are awarded for good work and good conduct. To give a child a Credit, the teachers enters it by writing their initials in the appropriate space on the card which each child carries. Additionally credits are entered on to iSAMS (the online school database used by Cheam staff to record all pupil and family details and academic results).

Good Work (GW's)

A GW is awarded for excellent academic work. These are acknowledged in Year meetings. A GW is entered onto the pupils card and also entered into iSAMS.

Performance Award (PA's)

A PA is awarded for non-academic achievements of a high standard. They are usually achieved on the sports field or for achievements in music, drama or art. They are awarded in the same manner as a GW.

SATIS (Satisfactory) Card

A child may be put on a SATIS Card to monitor more closely their effort, neatness, progress, etc. It is not a punishment but an aid to improvement. A senior member of staff monitors the general progress each morning before school, and after each lesson the member of staff signs the card and adds any comments on the back. There are also other cards which are available to help focus a child's mind on a certain area.

Sanctions

Sanctions help us to set boundaries and to manage challenging behaviour.

The Headmaster undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- Debit
- Detention.
- Withdrawal of privileges.
- Confiscation of property that is being used inappropriately or without consideration.
- Assisting with tasks such as tidying the school/classroom.

- Withdrawal from a lesson, school trip, boarding or team event.
- Suspension for a specified period, removal or exclusion.

Debits

Debits can be awarded for any disciplinary misdemeanor. To give a child a Debit, the teachers enters it by writing their initials in the appropriate space on the card which each child carries. Additionally debits are entered on to iSAMS (the online school database used by Cheam staff to record all pupil and family details and academic results).

Detention

This takes place usually on Thursday afternoons or at a time that is convenient for the member of staff overseeing it and is supervised by a Head of Year or a Deputy Head. Detentions may be given for either behavioural or work-related reasons. Additionally, children who have accrued a total of three or more debits during the course of the previous week are placed in detention.

Detentions last for an hour, but the session can go on longer for more serious offences or for the final detention of term. Detentions are not intended to be an enjoyable time and, therefore, during a detention a child will be expected to reflect upon their misdemeanor and will be expected to do a writing task in which they can consider what they have done wrong. . They are also expected to give something back to the Cheam Community, so they can expect to do jobs around the school, such as tidying or litter picking or something that is more related to their misdemeanor

If a pupil has been placed straight into detention for a behavioural offence, then the teacher who has done this must ensure that the pupil is also given three debits. If, however, the pupil is being placed into detention in order to catch up or re-do some work, then no debits are awarded and the child would not be expected to carry out the giving-back tasks mentioned above.

If a pupil repeats the poor behaviour or poor work for which they were placed in detention they may be placed into a Head's detention. Detention with the Headmaster (at a suitable time for the HM) with an appropriate sanction (letter of apology, cleaning lockers etc) and possible exclusion from a match or musical event. 3 debits will be logged on iSAMS and the parents will be informed

Sending children out of the classroom

Generally, sending a child out of the classroom is a sanction to be avoided if possible, but some teachers find it helpful in certain situations, particularly if one individual is disrupting the learning of the remainder of the class.

For very minor offences, such as a child with a fit of the giggles, it may well be sufficient just to let a child stand outside for a few seconds until he/she settles down.

Sending a child out of a classroom should only be used after a warning has been issued and if the behaviour is excessively disruptive to the lesson. The child should be sent to the Deputy Head (Academic), Deputy Head (Pastoral) or the Deputy Head Co-curricular, and a message should be sent ahead. Children who are sent out will automatically receive a detention, and the member of staff should set work accordingly.

In very serious situations, the pupil can be escorted to the Headmaster. In this case, the door should be left open and a teacher in a nearby classroom should be alerted so that the class is not left completely unsupervised.

Returned Work

Work inadequately done can be returned to be done again at a set time or during a detention on a Thursday afternoon. The child's name should be entered onto a sheet in the Staff Room.

Serious Breaches of the School Rules

Examples of serious breaches of the School Rules which are referred immediately to the Headmaster include:

- Theft.
- Bullying.
- Physical assault/ threatening behaviour.
- Repeated bad language.
- Racial abuse or other abuse which pertains to a Protected Characteristic under the UK Equalities Act 2010 (see <https://www.legislation.gov.uk/ukpga/2010/15/section/4>)
- Inappropriate sexual misconduct or assault.
- Damage to property.
- Persistent disruptive behaviour.
- Malicious accusations against staff.

Use of Reasonable Force

The Education and Inspections Act 2006 enables school staff to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Every member of staff will inform the Headmaster immediately if they need to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a regime for managing that individual pupil's behaviour.

Searches of Pupils and Possessions

Cheam School is committed to safeguarding and promoting the welfare of the members of its community. Accordingly, there may be occasions when it becomes necessary to search a pupil or their belongings.

The people in the school who can carry out any such search are members of the Senior Leadership Team or the Housemaster/Housemistress of the pupil(s) concerned. In exceptional circumstances the Head may authorise others to carry out such a search such as on authorised school trips where school rules are in force. Further details on the School's approach to searches is contained in the School's 'Searches of Pupils Policy'.

Suspension, Exclusion and Required Removal

Suspension is the requirement for a child to be excluded from the School for a certain period of time decided by the Headmaster.

Exclusion is the requirement for a child to be excluded from the School permanently. In this event, neither the child nor the parents have any right to a reference from the School, although the School may agree to assist in helping the family find another school. The Headmaster will not exclude a pupil without first consulting the Chair of Governors.

Required Removal is the requirement for a child to be removed from the School by their parents, usually in response to unacceptable parental conduct or a child's poor attendance or progress at School. Removal is required when it is considered to be in the School's best interests and/or those of the child or other children.

Suspension or Exclusion are rare and should be regarded as an expression of the School's severe disapproval of a pupil's act of extreme bad behaviour or of a series of acts which have earned previous admonition, and possibly punishment, without due effect.

A non-exhaustive list of the sorts of behaviour (whether occurring inside the School or outside the School) that could warrant **suspension or exclusion** of a pupil includes:-

- physical assault against pupils or adults;
- behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- verbal abuse/threatening behaviour against pupils or adults;
- bullying, including (cyber-bullying);
- committing a criminal offence;
- fighting;
- abuse pertaining to any Protected Characteristic;
- sexual harassment or misconduct;
- drug or alcohol misuse (including supply/possession/use);
- wilful damage or vandalism to property;
- computer hacking;
- theft or unauthorised possession of any property belonging to the School or a member of staff or another pupil;
- bringing illegal, inappropriate or dangerous items into School, such as drugs weapons or pornographic material;
- behaviour which adversely affects or is likely to adversely affect the welfare of others;
- misconduct which brings, or is likely to bring, the School into disrepute;
- persistent disruptive behaviour or breaches of the School's Rules.

The Headmaster may decide that suspension or exclusion for a lesser offence is justified where there has been previous misbehaviour. All aspects of a child's record at the School may be taken into account when considering exclusion or suspension.

The Headmaster will always endeavour to consult with parents before suspending or excluding a pupil but may take action without consultation at his discretion. If the child's parents are unhappy with a decision to suspend or exclude a pupil from the School they may ask the School to review the decision in line with the procedure set out in Cheam's Complaints Policy.

Required Removal is also rare. The circumstances under which the Headmaster may use his discretion to instigate it are set out in Cheam's Parent/School Contract. In summary, they are either where the behaviour or conduct of a parent is deemed unacceptable; or where a pupil's attendance or progress is unsatisfactory to the point that removal is in the best interests of the pupil and/or the School.

A non-exhaustive list of the sorts of behaviour that could merit the required removal of a pupil on the grounds of unreasonable parental behaviour includes:-

- treating the School or a member of staff unreasonably;
- defaming or making a malicious or false allegation about a member of staff or the School;

- communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- communicating confidential, falsified or otherwise inappropriate information relating to a pupil or member of staff or the School generally to parents, pupils or staff; to the press or any other media; or to any other third party unconnected to the School;
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community, including pupils and staff;
- behaving in a manner which brings (or is likely to bring) the School into disrepute;
- breaching the Parent/School Contract.

A parent or other third party may be excluded from the School premises if the Headmaster considers such exclusion to be in the best interests of a pupil or of the School.

In all instances of suspension, exclusion or required removal the School will endeavour to apply a fair and reasonable process and action. Further details on the School's rights in all respects can be found in Cheam's Parent/School Contract.

Behaviour Outside School

The School takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of School can be damaging to the reputation of both the pupil and the School. Where an incident is reported to the School of a pupil's poor behaviour outside of the School grounds and the incident has not been witnessed by School staff, the School will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

Review Date

This policy is reviewed annually.

Policy Owners

Staff: Deputy Head Pastoral and Head of Pre Prep

Governors: Wellbeing Sub-Committee

Latest Reviews

Staff Policy Owners: September 2024

Compliance: October 2024

Board of Governors: November 2024