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# Strathearn Prep

## Positive Behaviour Policy

(Including Rewards, Sanctions, Discipline and Positive Handling)

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Approved By Board of Governors –

Signed : \_\_\_\_\_

(Chair of Governors)

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<b>Next Review date</b>	April 2029



## 1. Introduction

This Policy applies to:

- the entire setting of Strathearn Prep including wraparound care clubs (Morning and After-school) and all staff, volunteers, pupils and visitors to Strathearn Prep.

The named designated person in charge of whole School behaviour is: Mrs Leonora Martin, Head of Strathearn Prep.

This policy should be read in conjunction with the Safeguarding and Child Protection, Anti-bullying and Special Educational Needs and Inclusion policies which are available on Strathearn Prep's website.

## 2. Purpose

At Strathearn Prep we are committed to establishing a learning environment that promotes positive behaviour, self-discipline and relationships where children treat each other with care and respect. We support children as they take increasing responsibility for themselves and their actions.

This policy has regard to the Department of Education's ("DE") guidance July 2001 'Pastoral Care in Schools'.

Strathearn Prep provides professional development and support for staff to enable them to remain up-to-date in strategies for behaviour management and have a good understanding of the approach at Strathearn Prep.

Strathearn Prep will put in place, when required, appropriate pupil support systems to enable pupils to develop acceptable levels of self-discipline and improve their standards of behaviour. This may include, as appropriate, consultation with parents and outside agencies, a behaviour contract with the pupil and a behaviour mentor.

Strathearn Prep uses a range of different behaviour management strategies to ensure that they are reflective of a pupil's age and school stage. Parents should familiarise themselves with these systems when their child joins Strathearn Prep, so that they are able to understand and support Strathearn Prep in promoting positive behaviour.

Strathearn Prep recognises that transition into, through and from the School can present challenging times for some pupils and can result in behaviour issues. Staff will approach these times with sensitivity and understanding to help pupils to cope with such situations. Strathearn Prep also recognises that all children are individuals and as such will all develop and mature at different rates and times and the School will also take this, and any special educational needs into consideration when dealing with behavioural matters.

Strathearn Prep will take very seriously any allegation made against a member of staff by a pupil or parent which is found to be malicious. Appropriate disciplinary action will be taken against a pupil found to be making such a malicious allegation, which could include suspension or exclusion.

## Our Principles

Strathearn Prep attaches importance to the School value of respect. Incorporated into the respect element of the values are three subheadings:

- We are honest and kind
- We understand that we are all unique and we celebrate our differences
- We look after each other and we look after our School.

All pupils at Strathearn Prep are expected to take a full part in its activities, to attend each School day, to be punctual, to work hard and to follow this Positive Behaviour Policy. The Head of Strathearn Prep (and other members of staff acting on their behalf) has authority to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School community as a whole. This Positive Behaviour Policy applies to all pupils when they are on School premises or in the care of the school, or wearing School uniform, or otherwise representing or associated with Strathearn Prep.

In implementing this policy, any individual needs of pupils will be taken into account and reasonable adjustments made where appropriate in the management of challenging behaviour or the application of sanctions where a pupil has a special educational need or disability. Staff should consult with the Head if they are unsure as to whether reasonable adjustments should be made.

### **3. Leadership and Management**

#### **The School**

The named designated person in charge of whole School behaviour is: Mrs Leonora Martin, Head, with the support of the Head of Pastoral Care.

Strathearn Prep's pastoral team monitors the effectiveness of this policy on a regular basis. The Head of Pastoral Care is responsible for collating and analysing the data and reporting to the Head. The School's Head, Head of Pastoral Care and pastoral team meet half termly to discuss individual pupils and to monitor and action any interventions that are necessary.

Strathearn Prep keeps a variety of records of incidents of misbehaviour and achievements, some of which are kept on CPOMS, our secure safeguarding and record-keeping software.

#### **The Role of Parents**

Strathearn Prep works collaboratively with parents, so children receive consistent messages about how to behave at home and at School. We explain the behaviour expectations on parents' welcome evenings and in the parents' handbook.

We try to maintain a dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Pastoral Care. If the concern remains after raising this with the Head of Pastoral Care, parents should contact the Head of Strathearn Prep. If these discussions cannot resolve the problem, the formal complaints procedure can be implemented in accordance with Strathearn School's Complaints Procedure (which is available on Strathearn School's website [www.strathearn.org.uk](http://www.strathearn.org.uk) or by contacting Strathearn School's reception).

### **4. School Systems**

There are a range of systems for both reward and sanction which vary for different sections of Strathearn Prep and different situations. RULER is an overarching approach to emotional intelligence which informs the way sanctions are managed.

## RULER and the Mood Meter

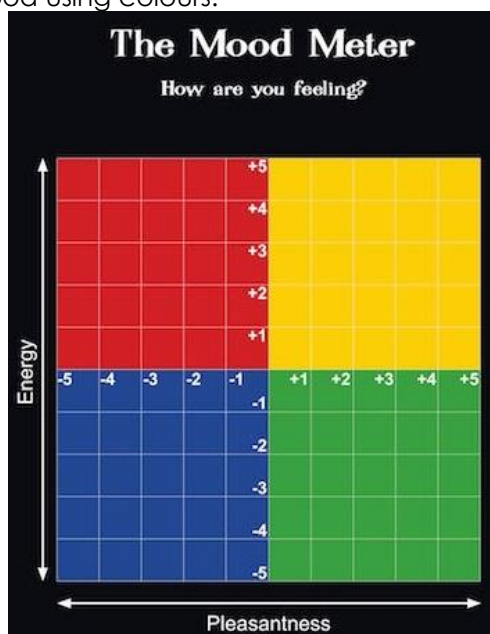
The RULER approach is being introduced into life at Strathearn Prep and will work in harmony with the Strathearn Prep values in creating truly empathetic, caring pupils who understand their emotions and feelings, as well as the emotions of others. By learning how to recognise and understand all of their emotions from a young age, they are then more capable of labelling, expressing and regulating themselves, which can help them cope more effectively in a variety of situations.

RULER is a research informed programme from Yale University. This research has shown that pupils using RULER have better academic performance. It improves School climate, increases pupils' emotional intelligence and social skills, decreases anxiety and depression and pupils using RULER are less likely to bully other pupils.

RULER recognises five emotional intelligences and encourages children to:

- **R**ecognise emotions in self and others
- **U**nderstand emotions
- **L**abel emotions correctly
- **E**xpress emotions correctly
- **R**egulate emotions effectively.

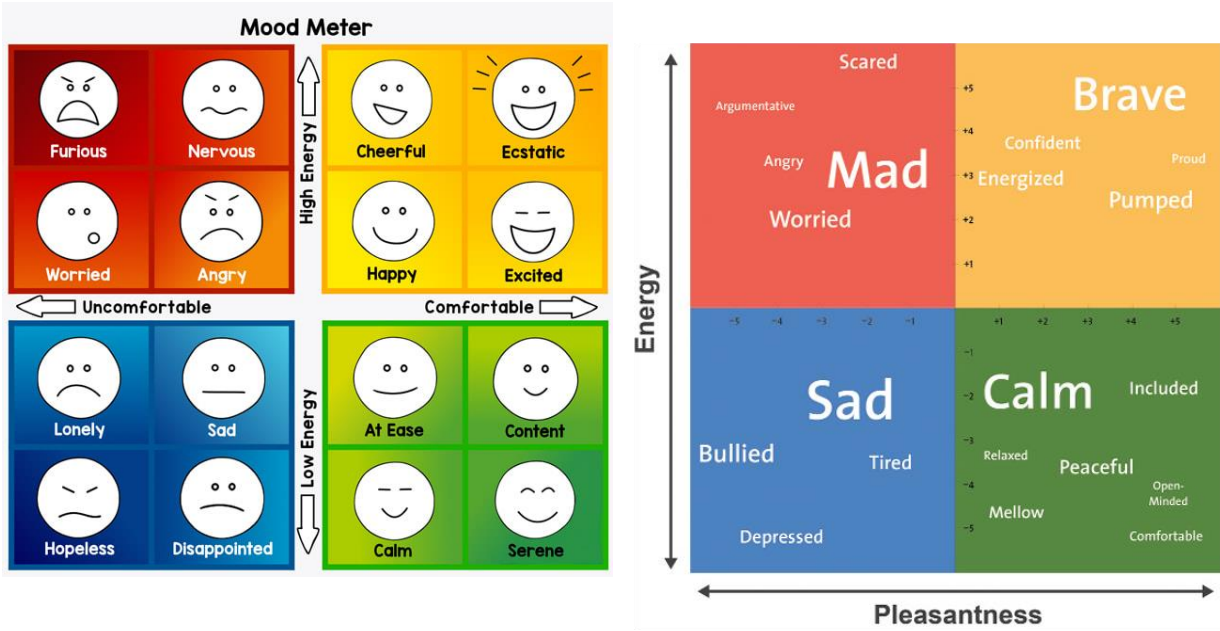
Using 'The Mood Meter', pupils will be encouraged to check in each morning and explain where they are on the scale. Foundation stage will use a basic mood meter and explain their current mood using colours:



<b>RED</b> emotions are unpleasant and high in energy, like anger, frustration and anxiety	<b>YELLOW</b> emotions are pleasant and high in energy, like excitement, joy and elation
<b>BLUE</b> emotions are unpleasant and low in energy, like boredom, sadness and despair	<b>GREEN</b> emotions are pleasant and low in energy, like tranquility, serenity and satisfaction

As our pupils move through the School they have the opportunity to use the RULER blueprint in order to discuss and express their feelings. Our more senior pupils will be expected to engage maturely in restorative, reflective discussions with senior staff if any mistakes have been made. They are encouraged to talk about how they felt about what happened, how others involved may have felt, to take responsibility for their actions and to come up with positive plans to ensure that they have learnt and grown from the situation.

RULER will be introduced into Strathearn Prep during the 2026/27 academic year to children in Prep 1 – 3. It will be introduced to the rest of Strathearn Prep during the 2027/28 academic year. The Mood Meter becomes more complex as children become used to using it and as their educational literacy develops. Examples of Mood Meters can be found below:



Livid	Panicked	Frustrated	Shocked	Stunned	Energised	Thrilled	Ecstatic	Euphoric	Exhilarated
Enraged	Terrified	Peeved	Worried	Annoyed	Positive	Connected	Joyful	Enthusiastic	Elated
Irate	Frightened	Angry	Nervous	Concerned	Glad	Inspired	Happy	Motivated	Excited
Furious	Anxious	Agitated	Unsure	Excluded	Amused	Focused	Cheerful	Proud	Surprised
Disgusted	Scared	Troubled	Restless	Uneasy	Satisfied	Pleased	Hopeful	Optimistic	Lively
Apprehensive	Ashamed	Guilty	Deflated	Complacent	Easy-going	Safe	Chilled	Respected	Blessed
Sullen	Glum	Disheartened	Discouraged	Bored	Relaxed	Secure	Content	Thankful	Fulfilled
Exhausted	Fatigued	Sad	Miserable	Pessimistic	Thoughtful	Composed	Calm	Grateful	Tranquil
Alienated	Depressed	Disappointed	Tired	Confused	Mellow	Peaceful	Balanced	At Ease	Collected
Despair	Insoluble	Anguished	Hopeless	Lonely	Listless	Sleepy	Restful	Comfy	Serene

**REWARDS: Praise**

In order to reinforce the positive approach to discipline and behaviour in Strathearn Prep, and to make it clear what we expect and welcome from the pupils, we believe that a system of rewards should be used in School.

The most effective rewards are praise and approval which are most usefully given at the time - usually in an informal manner. A more formal recognition of positive achievement can sometimes be valuable.

Reward strategies include:

- teacher / adult praise - a quiet word or encouraging smile
- praise in front of a group or class

- praise from another teacher or from the Head of Department
- public praise in assembly
- a written positive comment on work
- displaying good, greatly-improved work
- informing parents of achievements
- use of School reports to comment favourably on good behaviour and attitude
- allocating special responsibilities
- Head of Department certificates for achievements *presented monthly*
- use of stickers to encourage/commend good behaviour/good work habits
- use of stickers in canteen to commend/encourage good manners/behaviour

## REWARDS: House Point System (Prep 1 – Prep 7)

### General Principles

- House Points should be used to encourage, stimulate and reward children.
- Awarding too few House Points is discouraging and awarding too many House Points can devalue their meaning; a balance must be struck.
- All House Points will be collected in the House Point tubes outside the hall in Penrhyn House.
- House Points will be collected and totalled every half term.

### Procedure

- House Points should be awarded predominantly for demonstrating Strathearn Prep's values, and for recognising effort and academic excellence.
- Three House Points will be awarded for an outstanding demonstration of Strathearn Prep's values
- Two House Points will be awarded for a very good demonstration of Strathearn Prep's values or specifically for being kind.
- One House Point will be awarded for a good demonstration of Strathearn Prep's values.
- The awarding of House Points must be used judiciously and without seeming to reward examples of normal expected behaviour.
- Children awarded a Head's Award are recognised for their exceptionally high and significant level of effort, achievement or behaviour or exceptional demonstration of Strathearn Prep's values. These children will meet with the Head of Strathearn Prep to discuss their award and will receive a Golden Star (which equates to 10 House Points).
- The House with the most House Points at the end of the academic year will receive an award in the form of an informal treat and a cup presented to their House Captains.

### Other Recognition

- In addition to House Points and Head's Awards, pupils may be rewarded or recognised with certificates, comments to parents, praise, being entered for competitions, end-of-term prizes, and other appropriate recognition.
- Children in Prep 1 – Prep 4 also have classroom-based reward systems outlined below.
- It may sometimes be appropriate for pupils to have personalised reward systems to support their emotional and behavioural development.

## REWARDS: Star in the Jar System (Prep 1 – Prep 4)

In conjunction with House Points, the Reward Jar system will be used as an incentive and motivation tool in Prep 1 – Prep 4.

### General Principles

- The Reward Jar system is a reward-based behaviour system based on cooperation and team-spirit.
- Each classroom will have a Reward Jar, and it will be monitored and managed by the class teacher.
- The specific design of the jars may vary in different parts of Prep 1 – Prep 4 to maintain interest and excitement.

### Procedure

- Children will be asked to add a star to the jar when they have done something that deserves praise or demonstrates Strathearn Prep's values (examples include good listening, politeness, kindness, helpfulness, etc.)
- When a class jar is full, the whole class is rewarded with a small treat such as extra time on playground equipment, a visit to the School library, or other appropriate reward as chosen by the teacher.

## **Sanctions and Reflective Discussions**

### **General Principles**

- It is part of childhood for children to make mistakes and overstep boundaries. They learn through reflecting on these occasions and having opportunities to practise getting things right.
- We encourage children to reflect on how their own emotions contribute to their actions and how their actions affect the emotions of others. We do this by using the RULER blueprint and the Mood Meter.
- Children should not be humiliated or belittled in addressing their behaviour.
- Reflective discussions and responses to behaviour will vary based on the situation, the age and understanding of the child.

### **Procedure**

- If a pupil demonstrates behaviour that does not meet expectations, staff will initially remind the child of expectations by praising other children who are meeting expectations and/or with a direct gentle reminder of what is expected.
- If appropriate, staff will use the Mood Meter to discuss the pupil's emotions and appropriate ways of expressing them.
- In cases where a pupil receives a sanction (as detailed below), they will also use RULER and other resources to reflect on the causes and impacts of their behaviour, and devise a plan for doing things differently in future.

### **Sanctions (Prep 1 – Prep 3)**

- If a child continues to misbehave after a reminder then their behaviour will be dealt with by removal from the activity. A teacher will first warn the child and then remove them from the activity or ask them to stand next to a teacher in the playground during the next playtime. This ensures that the sanction is immediate and relative to the child's actions.
- Persistent poor behaviour will be addressed by the Head of Pastoral Care / or the Head of Strathearn Prep in conjunction with the pupil's parents.
- For more serious behaviour (rudeness, name-calling, physical actions), the child will be sent to the Head of Strathearn Prep to explain their actions, and to discuss and reflect on their behaviour.
- In extreme circumstances, the Head of Strathearn Prep will use their discretion in line with the school's exclusion policy (see below).

### **Sanctions (Prep 4 – Prep 7)**

If a child continues to misbehave after a reminder, the child will receive a warning. This is recorded on CPOMS and the pupil's class teacher is informed. Continued poor behaviour after a warning, or repeated warnings, may lead to a further sanction.

The next stage of sanction is a Reflective Discussion. This will usually be held with the pupil's class teacher or with the member of staff who identified the behaviour. A pupil taking part in a Reflective Discussion will miss a small amount of playtime soon after the incident in question. During the discussion they will use the RULER principles to discuss their emotions, the emotions of others involved in the situation, and the impact of their actions on others.

A Detention is a more formal version of a Reflective Discussion reserved for repeated poor behaviour or more serious incidents. Detentions will be supervised by the Head of Pastoral Care

or the Head of Strathearn Prep and will be held at playtime, with the child missing fifteen minutes of their break.

See Appendix 1 for a visual summary of the Reflective Discussion and Sanction process.

### **Indicative List of Behaviours Meriting Different Levels of Sanction in Prep 4 - 7**

The list is not exhaustive. In all instances, Strathearn Prep reserves the right to make a professional judgement as to the appropriate sanction. The Head of Strathearn Prep's decision will always be final.

<b>Reflective Discussion – Prep 4-7</b>	<b>Detention – Prep 4-7</b>
Unkind behaviour such as name-calling or excluding a peer	Physical actions such as hitting, kicking or biting
Being rude to a staff member or visitor	Persistent rude behaviour
Damaging School property	Bullying
Use of bad language	Theft
Intermittent disruptive behaviour in lessons	Persistent disruptions in lessons

#### Recording

- Any incident where a pupil receives a sanction will be recorded using CPOMS where the details of the incident will be recorded.
- Parents will be informed in the event of a pupil receiving a sanction.
- The Head of Pastoral Care will use CPOMS reports to spot trends in behaviour when they meet with the Head of Strathearn Prep and Pastoral Team.

All members of academic staff (teachers and teaching assistants) are given the power by the Head of Strathearn Prep to issue a sanction which they deem appropriate. Other staff (e.g. peripatetic music staff, external club providers, etc.) should report behavioural incidents to a member of school staff for them to impose an appropriate sanction.

## **Suspensions and Expulsions**

A period of indiscipline and/or a serious incident of indiscipline may incur either Suspension or Expulsion in accordance with EA Guidelines and Strathearn School's Suspensions and Expulsions Policy (which is available on Strathearn School's website [www.strathearn.org.uk](http://www.strathearn.org.uk) or by contacting Strathearn School's reception).

The permanent expulsion of a pupil from Strathearn Prep is likely to occur very rarely as a result of the most serious breaches of Strathearn Prep's discipline.

## **Lines of Referral and Responsibility**

- It is the responsibility of the class teacher to record on CPOMS any incidents of misconduct witnessed or reported to them, or of any work-related problems.
- If negative behaviour continues, or a 'pattern' of negative behaviour starts to emerge the matter should be referred to the Head of Strathearn Prep.
- If a major or gross incidence of misconduct is witnessed or reported by a member of staff or by a parent, it should be referred immediately to the Head of Strathearn Prep.
- It is the responsibility of the lunchtime supervisors to report any incidents of misconduct witnessed or reported in the canteen or on the way to and from the canteen, to the relevant class teacher or to the Head of Pastoral Care for investigation.
- The Head of Strathearn Prep will be informed of all matters, which on investigation are found to be major.

It is Strathearn Prep's policy to maintain open and honest communication with parents at all times. Where there have been instances of repeated minor misconduct, or major misconduct, parents will be informed by the class teacher.

**Bullying**

Please refer to Strathearn Prep's Addressing Bullying Type Behaviour Policy (which is available on Strathearn Prep's website [www.strathearnprep.org.uk](http://www.strathearnprep.org.uk) or by contacting Strathearn Prep's Reception) which lays out our approach to such behaviour.

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition of bullying:

1. "Bullying" includes (but is not limited to) the repeated use of-
  - (a) any verbal, written or electronic communication,
  - (b) any other act, or
  - (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.
  
2. For the purposes of subsection (1), "act" includes omission.

The Act requires that the legal definition **must** be used by all schools to assess reported concerns of bullying type behaviour.

**Assessing a Bullying Type Behaviour Concern**

While the legal definition, as set out in the Act, is the primary definition, Strathearn School also use EA's acronym **TRIP**. This helps to build a shared understanding across our School community of the difference between socially unacceptable and bullying type behaviour.

Socially unacceptable behaviour becomes bullying type behaviour when, after clarifying facts and perceptions, **TRIP** is confirmed. **TRIP** is referred to as:

<b>T</b>	When the behaviour is <b>TARGETED</b> at a specific pupil or group of pupils.
<b>R</b>	When the behaviour is <b>REPEATED</b> over time.
<b>I</b>	When the behaviour is deliberately <b>INTENDED</b> to cause harm.
<b>P</b>	When the behaviour causes <b>PSYCHOLOGICAL/EMOTIONAL</b> and/or <b>PHYSICAL</b> harm.

**5. Staff induction, development and support**

All staff go through a comprehensive induction process when first joining Strathearn Prep. Behaviour is regularly discussed at staff meetings and training is given in these meetings. Behavioural expectations are discussed with the children in assembly at which staff are also present. At their request, staff are permitted to attend training for behavioural management provided by external agencies.

**6. Child-on-Child Abuse**

Strathearn Prep's Safeguarding and Child Protection Policy (which is available on Strathearn Prep's website [www.strathearnprep.org.uk/policies](http://www.strathearnprep.org.uk/policies)) covers definitions, measures to prevent and responses to Child-on-Child abuse.

## 7. Banned Items

To keep all children and adults safe at School, Strathearn Prep bans the following items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers/vaping items
- fireworks
- any article that is likely to be used to commit an offence, or to cause personal injury, or to damage the property of any person The above list is not exhaustive and the Head of Strathearn Prep reserves the right to sanction any child who brings what is deemed by the Head of Strathearn Prep as inappropriate into School.

The Head of Strathearn Prep and authorised staff can also search for any item which has been banned.

## 8. Positive Handling

All members of School staff have a legal power to use reasonable force. This power applies to any member of staff at Strathearn Prep (see Department of Education NI circular 1999/9). It can also apply to people whom the Head of Strathearn Prep has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a School organised visit. In a school, reasonable force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force may be appropriate, or necessary, to restrain or control a pupil:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property
- where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations in which reasonable force might be appropriate include using reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a School event or a School trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts

It should be: Proportionate Legal Accountable Necessary [PLAN]

Where Positive Handling has been used, a record of the incident always needs to be completed. All recording needs to be completed on the day of incident and needs to include the following:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or a member of staff);

- briefly, how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;
- details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property.

The record of the incident will be made on the school management system, CPOMS. Whenever a member of staff has occasion to use Positive Handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head to the needs of any pupil(s) whose behaviour can only be contained using Positive Handling. This process will address patterns of incidents and evaluate trends which may be emerging.

Staff should familiarise themselves with the Department of Education NI circular 1999/09 'Guidance on the Use of Reasonable Force to restrain or Control Pupils' and also 2021/13 'Interim Guidance on the Use of Restraint and Seclusion in Educational Settings'. Copies of which can be found in the Staff Room.

The application of any form of Positive Handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for Positive Handling.

### Definitions

- **Physical Intervention:** This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- **Positive Handling:** This will involve the use of reasonable force when there is a risk to pupils, staff or of significant damage to property. All such incidents will be recorded on CPOMS.

### Training

No member of staff will be expected to undertake Positive Handling, although we recognise that adults have a duty of care to act in the best interests of the children. Staff should use their own judgement and assess the risks before acting. Positive Handling training will be made available to designated staff and will be the responsibility of the Head. Prior to the provision of training, guidance will be given on action to be taken.

### Informing Parents

Parents will always be informed following an incident where Positive Handling has been used and this will be noted on our CPOMS. If appropriate, a discussion will take place involving parents and relevant members of staff (e.g. Head of Strathearn Prep, Head of Pastoral Care, class teacher) to put measures in place to address the behaviour concern.

### Action After an Incident

The Head of Strathearn Prep will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Safeguarding and Child Protection Policy
- Staff or Pupil Disciplinary Procedure


- Positive Behaviour Policy

All members of staff will be kept informed of any action taken.

## Complaints

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under Strathearn School's Complaints Procedure (which is available on Strathearn School's website [www.strathearn.org.uk](http://www.strathearn.org.uk) or by contacting Strathearn School's Reception).

## Appendix 1: Sanction visual

Prep 1 - 3		Prep 4 - 7
Gentle Reminders	 Severity of sanction	Gentle Reminder
Verbal Warning		Verbal Warning (recorded on CPOMS)
Reflection using the Mood Meter		Reflective Discussion (missing playtime or activity) with teacher to reflect using appropriate prompts and resources*
Removal from activity or missed playtime *		Detention (15 minutes) with Head of Pastoral Care where child will reflect using appropriate prompts and resources
Child sent to Head of Pastoral Care for reflection using appropriate prompts and resources		Child sent to Head to discuss behaviour, possibly leading to the stages below
Child sent to Head to discuss behaviour, possibly leading to the stages below		Internal suspension
Internal suspension		External suspension
External suspension		Permanent exclusion
Permanent exclusion		

\*At this stage and below the child's parents will be informed

Not all stages of this process need to be adopted in order. Strathearn Prep reserves the right to impose a suitable sanction to what it deems to matches the behaviour