



POLICY NAME	Pre-Prep Discipline and Exclusion Policy	POLICY OWNER	Head of Pre-Prep
APPROVED BY	Wellbeing Committee	DATE APPROVED	February 2025
DATE OF LAST REVIEW	October 2024	DATE OF NEXT REVIEW	October 2025

Introduction

This policy should be read in conjunction with the School's Promoting Good Behaviour Policy, Anti-Bullying Policy, School Rules, E-Safety Policy and Complaints Procedure.

This policy is available on the School's website and also on request from the School office.

At Port Regis we encourage the establishment of good teacher / pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm and disciplined learning environment. Our system of rewards:

A five-phase system is in place:

- **Phase 1: PRAISE FROM AN ADULT** – with appropriate explanation
- **Phase 2: PUBLIC RECOGNITION OF GOOD BEHAVIOUR** - public praise, possibly with a reward (e.g. first to leave the lesson; allowed to sit and read on the beanbags; extra pasta in the jar, etc)
- **Phase 3: AWARDING A HOUSE POINT (HP)**

HPs are linked to the school's traditional values and ethos.

HPs may be given by any member of teaching and support staff.

Support staff and Gaps may also make recommendation via their line managers.

HPs may be awarded for good deeds, effort and an action reflecting good or positive behaviour meeting the schools expected high standards, but also for an individual whose action is over and beyond their individual 'norm'

Children will add their HP token to the house pot in their classroom to be counted and tallied throughout the term.

- **Phase 4: Head of Pre-Prep recognition** – praise from the Head of Pre-Prep, with the opportunity for the child to discuss their good work/effort/behaviour choices. Children may also receive a Head of Pre-Prep sticker or stamp.
- **Phase 5: Headmaster's star** – a visit to the Headmaster to share their work or good behaviour. Children may receive a Headmaster's star sticker.

Praise and Celebrate award

Each week, the Pre-Prep hold a Praise and celebrate assembly where children are recognised for their good work and efforts. Certificates are awarded for behaviour reflecting the school values with an explanation of how the child has demonstrated that/those value/s.

Consequences for poor behaviour

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School.

When poor behaviour is identified consequences are implemented in line with the Port Regis's Promoting Good Behaviour Policy.

School staff can issue consequences any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

We have a range of consequences which include:

Phase 1: A reminder of the expected behaviour - to give the children the opportunity to make a good behaviour choice. This may be accompanied where appropriate with an example of a child making a positive behaviour choice.

Phase 2: Warning - with appropriate explanation and clarification.

Phase 3: Missing playtime or other appropriate consequence – children may miss a small amount of their playtime or other chosen activity as a consequence for poor behaviour.

Phase 4: Speaking to the Head of Pre-Prep – children may speak to the Head of Pre-Prep to discuss their behaviour. This would be to reflect on the choices they had made and how these may have impacted on others but also to reflect on what good choices could be made in the future.

Phase 5: Formal discussion with parents – where possible staff will relay information about behaviour both good and poor to parents both through parents consultations and informal discussions at the start or end of the day. However, if poor behaviour is becoming a pattern or is of a more serious nature, staff may ask for a discussion with parents to discuss this more formally. The aim of the discussion would be to navigate a way for both family and staff to support the child's behaviour with strategies put in place to support. These strategies may be introduced in conjunction with advice from our SENCo.

Phase 6: EXCLUSION – (SUSPENSION OR EXPULSION) - in extreme situations, the School may use Exclusion as a sanction. This would be for either an extremely serious lapse of good behaviour or as a result of a lengthy catalogue of problems which have previously been discussed with parents and strategies put in place.

For further information on Exclusion, please see the prep school discipline and exclusion policy.

Support Systems

Pupils who do not respond to our Rewards and Sanctions policy are offered a number of support systems. Whether this be more informally or in conjunction with the LS Department. Trends are identified and where necessary Ed Psychs are considered or indeed referrals to the School Councillors.

Breaches of discipline outside of the School grounds

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. Other agencies, for example Children's Social Care, may also be notified where necessary and appropriate to the facts of the case.

Rebecca Eves – October 2024