



CHELTHENHAM
PREP SCHOOL

Prep Behaviour Policy

Reviewer: Nick Drake

Approver: Noll Jenkins

Reviewed: May 2026

Next Review: May 2027

Last approved by Council: November 2024

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy
- Keeping Children Safe in Education
- Anti-Bullying Policy
- Privacy and Search Policy
- Use of Reasonable Force Policy
- Boarders' Principles
- Boarders' Code of Conduct
- Boarders' Rewards and Consequences
- Controlled Drugs Policy
- Marking Policy
- Exclusion Policy

Purpose of the Policy

At Cheltenham College Preparatory School, we are committed to establishing a safe and caring environment according to our aims and values, where the happiness, safety and confidence of pupils are given the highest priority.

Our aim is that through the implementation of this policy the school community should be able to recognise and understand what behaviour is expected and why. Rewarding positive conduct and work should always be the first priority of the school and unacceptable behaviour should not be allowed to impact on the well-being of others.

It is the expectation that all pupils at The Prep will behave in a way that is civilised and civilising; that they will treat all in our community (both within school and the wider community) with kindness, tolerance and respect; that they will not embarrass themselves, others or bring the school into disrepute. The Prep strives to nurture a 'child safe' culture; sexism, racism, misogyny/misandry, homophobia, biophobic, sexual harassment and sexual violence and child-on-child abuse, including in any intimate relationship are not tolerated. This extends to on-line communications or social media posts.

This policy will be reviewed and approved by the school's governing body (known as Council) on an annual basis.

General Principles for Years 3 to 8

It is generally accepted that while punishment can help to discourage and contain bad behaviour, it can have only a limited effect on the promotion of good behaviour. Corporal punishment is never used at The Prep and the school will always look to promote positive behaviour and reward the good that pupils do, rather than using sanctions i.e. a detention.

There are many reasons why a child's behaviour might deteriorate and these may well lie beyond their immediate education at The Prep. The school therefore has an established network of communication (both internally and with parents) to make sure that we are aware of any broader reasons as to why a child might be finding aspects of school life challenging. This information is shared with the relevant pastoral staff and tutors, so that we can provide the most appropriate support. Early intervention through discussions with pupils will be the starting point in almost all cases, so that a pupil can reflect on why he / she has made a particular decision and this can inform their choices in future.

Children whose work performance needs improvement should not be punished using Minuses unless the behaviour surrounding their poor performance is unacceptable.

Although The Prep's expectations and rules relate primarily to school life during term time, there are circumstances in which behaviour 'off campus' and, indeed, out of term time will be dealt with by this, and related policies. These would typically include any behaviour that could bring The Prep into disrepute or which has a serious impact on the school community or individuals within it, in either its physical or online environment.

The over-arching expectation is one of community, consideration, mutual respect and common sense.

It is generally accepted that while sanctions can help to discourage and contain poor behaviour, it can have only a limited effect on the promotion of good behaviour. Preexpectations is an agreed set of values, reviewed by each form in conjunction with their form taker, that underpins our behaviour policy and promotes a culture of kindness and consideration, tolerance and respect. The Prep will always look to promote positive discipline and recognise and celebrate the good that pupils do, rather than using sanctions; corporal punishment is never used and the school will always look to promote positive behaviour and reward the good that pupils do, rather than using sanctions i.e. a detention.

If any Prep pupil behaves in a way which raises concern with any member of staff, that behaviour should be addressed predictably, promptly and assertively as soon as possible. The aim of any response to misbehaviour should be to maintain the culture of the school so that all pupils can thrive in a safe, calm and happy environment. Every member of staff should feel that they can speak to a pupil about their behaviour if it is felt to be inappropriate, but they should take into consideration any contributing factors that may have led to that behaviour. The Pupils of Concern list provides up to date information on pupils who may be experiencing particular difficulty at any given time.

Responsibilities

It is the responsibility of all within the school community to treat everybody with courtesy and respect.

Staff:

- Work closely with the pastoral leads across each Section of the school and always look to consider what lies behind any behaviour, so that the reasons or causes can be fully understood and supported.
- Ensure that all children clearly understand what is meant by good behaviour, based on the Key Skills and Attributes. This is not an exhaustive list but does highlight some of the most important qualities that we expect to see in our pupils throughout the school and is not confined to the classroom.
- Ensure that the reason for a rule is understood by all
- Be consistent in rewards and sanctions and ensure such actions are communicated to the appropriate members of staff.
- Avoid 'blanket' punishments
- Communicate with parents as appropriate
- Model desired behaviour
- Written and verbal feedback to pupils should reflect (but not be confined to) the examples set out the Key Skills and Attributes, as well as the Marking Policy.
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Pre expectations (Years 3 to 8)

It is very important that The Prep is a happy, positive and safe place in which to learn. Staff will always make it their priority to support all pupils in every part of their lives in school, not just in the classroom but also in their development as kind, considerate members of the community.

In order to make The Prep work as happily and smoothly as possible:

- We will show respect for our own and the school's property, as well as the property of other pupils.
- We will arrive punctually for lessons, particularly after breaks and ensure that we are ready to learn. We will only enter the classroom if there is a teacher present and do so quietly and in an orderly fashion.
- We will make sure that we have the correct equipment for lessons and game sessions, and if we haven't, we will speak to a teacher so that they can help us.
- We will wear uniform appropriately, with shirts tucked in and ties done up. We will not wear bracelets, necklaces (or earrings for girls). Our form teachers will check our appearance on a daily basis, as will other staff on a regular basis.
- We will always speak politely to staff and other pupils, even if we are feeling upset or frustrated.
- We will conduct ourselves in a manner that ensures we hold ourselves accountable for our actions.
- If a serious problem arises, we will speak to a member of staff if we need help to resolve the situation.
- We will treat other people as we would like to be treated ourselves.

We know that we are rewarded for good work and behaviour, usually by being awarded a plus or Head's Commendation. We also understand that on the rare occasions that our behaviour falls below the levels above, we can expect a sanction, which will normally be a minus.

Rewards: Individual rewards

It must be understood and accepted that without an equal and consistent contribution from all staff, good behaviour cannot be maintained. Parental support in this respect is essential too. All staff are expected to take an active approach in promoting good behaviour and children should be rewarded for this, wherever and whenever it occurs in school.

Whole School and Section Assemblies, Chapel, Form Teacher Periods, Thrive! and the Rewards System provide a particular focus to consolidate and celebrate good behaviour.

Verbal Praise

Should be used where appropriate to reinforce expected standards of work and behaviour. It may apply to individuals, groups or whole classes.

Written Praise

Should be used where appropriate to reinforce expected standards of work, reflecting the content of the Skills and Attributes and the school Marking Policy.

Rewards: Pluses for Lower and Middle School

Are awarded for all aspects of good work and behaviour in line with the Key Skills and Attributes, inside the classroom and beyond. They are recorded in the pupils' planners, and by the form tutor on the database. Each time a pupil reaches 25, 50, 75 etc pluses they meet the Head, to receive a Scooby and a reward and an e-mail is sent to their parents/guardian to acknowledge the achievement.

Only one plus should be awarded at a time.

Rewards: College Coffee Points in Upper School

Every pupil in Upper School is issued with a College Coffee Point card. Particularly good effort, work or behaviour in any facet of Prep life will attract a point from a member of staff. Teachers stamp and initial the card and once they have gained ten points, the Head countersigns and stamps the card. This can then be taken to College Coffee opposite the Sports Hall and can be traded in for a range of food or drinks from a selected menu.

House and Section Commendations

These are for non-academic and academic excellence respectively and will be awarded in the House and Section assemblies. They sit between a plus and a Head's Commendation and act as an extra reward to aim for.

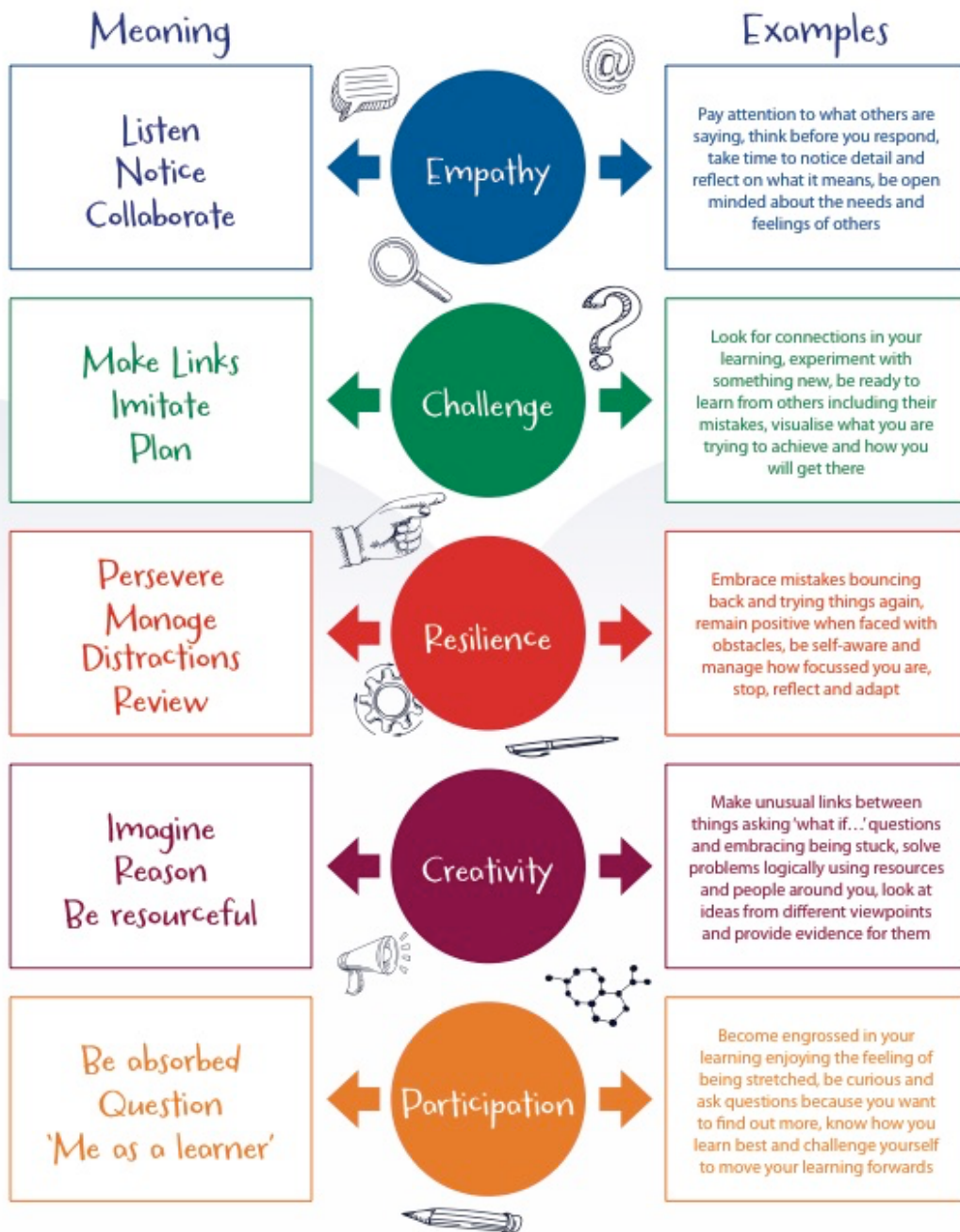
Head's Commendation

Any outstanding piece of work or act of kindness can be rewarded with a Head's Commendation. Staff will recommend that an outstanding piece of work be put forward for a Commendation.



SKILLS AND ATTRIBUTES

What can I get rewards for?



How are you building your learning power and contributing to our community?

Sanctions: Unacceptable Behaviour

The most effective discipline is delivered by staff at the time of the offence, however minor. To ignore this is to condone poor behaviour and to allow the possibility of escalation. For example, to ignore running in an area where it is not appropriate, is to risk the same offence being committed and the outcome more difficult to deal with e.g. running and inadvertently colliding with and hurting a younger and/or smaller child. Sanctions are simple and in most cases will be a verbal reprimand, or the removal of free time.

Whilst the school always aims in the first instance to promote a culture of positive discipline, the system outlined below pertains to the unacceptable behaviour of pupils. It is designed to be incremental, not a 'one size fits all' approach. To this end, staff may use some or all of the sanctions available depending on the behaviour displayed and whether this is a part of pattern or simply a one-off incident.

When considering a potential sanction, staff will factor in a pupil's age as well as considering any possible imbalance of power between two young people, such as physical strength, access to embarrassing information, popularity if any of these are used to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

The various sanctions available include: -

Sanctions in Lower School

Lower School sanctions are categorised as a 'consequence' and pupils in Year 3 and Year 4. Every inappropriate or negative action will lead to an appropriate consequence, which matches the severity of the action. Consequences will be logged on iSams to ensure there is a record. If necessary, parents will be contacted to inform them of their child's actions. If a pupil consistently receives consequences or for actions that are deemed to be more serious, the Head of Section will meet with the pupil to discuss how behaviour can be improved.

Sanctions in Middle and Upper Schools

A Minus is issued to pupils for low-level misdemeanours following an initial warning from the member of staff and should in all instances be accompanied by a clear rebuke from the member of staff. Unacceptable behaviour that warrants a minus includes the following: persistent calling out, distracting others, persistent untidy appearance, poor attitude (this is an illustrative rather than an exhaustive list). A Minus is recorded on the database by the awarding staff member.

A Minus does not result in a sanction per se and it may very well be the case that minuses help to identify an issue (in terms of organisation or punctuality for example), where staff support is more appropriate than an automatic sanction.

The cumulative nature of the minus system gives pupils every opportunity to learn from previous mistakes but they must also be prepared to take responsibility for their actions.

4 minuses in one term	Pupil meets with Head of Section	Parents informed. Form Taker and Head of Section will sit down with the pupil and take time to look at the types of sanctions given and coach them with a way to avoid the same issues arising again.
6 minuses in one term	Pupil meets with Senior Deputy Head	Deputy Head Detention and Parents informed by Head of Section.
9 minuses in one term	Second meeting with Senior Deputy Head	Second Deputy Head Detention and Senior Deputy Head contacts pupil's parents to discuss next steps

After the end of each term, pupils' minus tally reverts to zero, but the information on the database is retained.

More serious misdemeanours will be escalated to the Head of Section and where necessary the Senior Deputy Head. Allegations of bullying will be investigated by Heads of Sections initially to establish the facts. Any incidents will also be discussed at the weekly meetings between Deputy Head Pastoral, Head of Section and the Senior Deputy Head; if bullying has occurred, it will be assigned a level, in accordance with the Anti-Bullying Policy.

Sanctions will frequently include a loss of free time or a community-based act of reparation, for example the returning of lost property, or helping to tidy class or changing rooms, in conjunction with an apology to the relevant individual. Any such incidents will be written up and recorded on CPOMS by the relevant person and the key information will be disseminated to form takers and Heads of Section as appropriate.

The Prep will consider behaviour such as a tendency to physical abuse of others that is part of a disability (such as an autistic child who lashes out at care staff) to ensure that a disabled pupil is not put at a substantial disadvantage. Reasonable adjustments will be made eg de-escalation strategies, supervision, staff training.

Prohibited items

- Although not an exhaustive list, the following are not allowed in school:
- Alcohol
- Vapes
- Drugs
- Knives
- Blades
- Cigarettes
- Lighters

A positive approach to negative behaviour

It is important that the school has a range of options to support pupils in improving their behaviour and The Prep recognises that punitive solutions will in many cases be inappropriate and only serve to address the manifestation of the problem, rather than working with the pupil

to resolve the issue that sits beneath the behaviour. Other strategies frequently used by the school include:

Focus Report

A Focus Report is drawn up by a Form Taker in consultation with the pupil following negative feedback from other staff. Specific targets for improving behaviour are drawn up, and the card is signed by each individual subject teacher each day for a week. If a child has received a Deputy Head detention, they will also receive a focus card for one week following the sanction. They will meet with the SDH to discuss their behaviour during that week and be signed off should the SDH be happy with their behaviour.

Wider Pastoral Support Strategies

When wider problems are identified through staff observation and / or parental feedback, a range of options is available to the school. These will usually involve working closely with parents and may include:

- Chill and Chat small-sided group work
- Intervention and follow up work with the Head of Section, Head of Wellbeing or Deputy Head (Pastoral)
- Restorative meetings whereby those who have been harmed convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right
- Assistance of Pupil Support Services within the school using our child and adolescent psychotherapists

Please refer to the Exclusion Policy for details of other sanctions and courses of actions for more serious issues. This policy can be obtained from the School Office.

Rewards and Sanctions: Pre-Prep including EYFS

General Principles

In Pre-Prep, children are encouraged to think about their behaviour according to the following six Golden Rules. These rules are reinforced in every class and through many routines of the day including assemblies and PHSCE lessons. (PSED in EYFS)

Praise and encouragement in lessons and around Pre-Prep is used as much as possible by all members of staff as it is generally recognized that this encourages positive behaviour. In Pre-Prep we will always look to promote positive discipline and reward the good that pupils do, rather than using sanctions; corporal punishment is never used or threatened.

The Golden Rules

- We are gentle...We don't hurt others
- We are honest....We don't cover up the truth
- We listen...We don't interrupt
- We are kind and helpful.... We don't hurt anybody's feelings
- We look after property.... We don't damage things
- We work hard... We don't waste time.

Alongside the Golden Rules which are used to emphasise positive behaviour, Pre-Prep will encourage children to develop their Key Skills and Attributes. In Pre-Prep, these will be called Learning Powers.

Each power is given a character with which the children can identify and these will be represented on stickers and stamps and awarded as appropriate.

Ella the empathetic elephant
Charlie the challenging cheetah
Billy the bounce – back bunny (for resilience)
Poppy the persevering pony
Catherine the creative cat
Peter the participating penguin

Rewards

In order to make The Prep work as happily and smoothly as possible:

- Super Skills Squad Awards (rewards for Pre-Prep children which are handed out in assembly by the Head)
- Good behaviour, effort and academic achievements should be rewarded as appropriate by teachers and recognised in assemblies.
- Pupil achievements are publicised in 'Prep Connected' and on the school website.
- Positive comments are entered on written work as appropriate
- Examples of named children's work on display around the school

- Children are encouraged to bring to school awards and certificates gained outside school to be awarded in assemblies.
- Notes home to parents for good work.
- Reward charts and stickers given for good work and behaviour in line with the Key Skills and Attributes or Learning Powers.

Sanctions: Unacceptable behaviour

If staff feels a child is not behaving appropriately, they will be spoken to by the Class Teacher who will ensure that the child understands what needs to change. The Golden Rules are used as a basis for this discussion. Pre-Prep staff will encourage a child to take responsibility for their behaviour and discuss with them how to make the best choice. They will also discuss the consequences and outcomes of the behaviour choices made by the child. On the rare occasions that a child does not change their behaviour or for a more serious incident, they will speak directly with the Head of Pre-Prep.

Throughout Pre-Prep, all responses to children's behaviour are based very much on their age. In Years 1 and 2, children will, after a warning, lose some of their Golden Time (a time when children get to choose from a range of possible activities as a reward for good behaviour) if their behaviour continues to be unacceptable.

Patterns of deteriorating behaviour will result in a discussion between the Class Teacher and the parents. This may result in using sticker charts and behaviour monitoring on a session-by-session or daily basis, with verbal reporting to parents at the end of the day. The Head of Pre-Prep will be informed.

Physical intervention is only allowable to avert immediate danger of an injury to a child. Should this occur, the incident should be reported to the Head of Pre-Prep, reported on the database and reported to the parents at the end of the day with relevant staff informed.

Pastoral support in Pre-Prep

If pastoral support is needed due to the identification of wider issues, then the Head of Pre-Prep will agree a plan with the child and parents. This plan will be monitored and the child observed for a period of time and then reviewed. Additional support offered may include:

Chill and Chat with one of the pastoral leads within Pre-Prep.
 Playtime intervention and support by duty staff.
 Assistance of Pupil Support Services within the school.

In Pre-Prep children can also access with play therapy, to support their emotional development and processing of events in school and in their wider lives. This helps to develop positive behaviour strategies and further builds upon the golden rules for treatment of self and others. Play Therapy is delivered by the school's child psychologist.

Uniform and Jewellery

All members of The Prep are expected to be tidily dressed at all times.

Members of The Prep should be in Prep uniform, or, if involved in games, Prep games kit, until their session is finished. Tracksuits should be worn on top of games kit whenever pupils are in school.

Uniform clothing must be in accordance with current clothing lists, except for the relaxations included below:

Casual Clothes

Casual clothes should always be clean, in good repair and appropriate to the occasion when they are worn. Casual clothes may be worn on days stipulated by The Prep, such as a nominated charity day or a trip to the theatre. Boarders may wear their casual clothes from 5pm if they are not involved in an after-school activity.

Jewellery and make-up

- Neither girls nor boys are allowed to wear any jewellery (including earrings, necklaces rings or bracelets) except where specified below. This also includes any coloured nail polish.
- Girls may wear one pair of plain gold or silver ball ear studs, which must only be worn in the lower lobe of each ear. Ear studs are not to be worn during games.
- Body piercing, apart from the lower ear lobe, is not allowed.
- Staff may confiscate jewellery or clothing that contravenes these guidelines.
- Should a pupil request to wear an item of jewellery on religious grounds, the parents should discuss this with the school
- Make up should not be worn in school hours

Hair

- Hair should always be trim and neat. It should not cover the eyes or, in the case of boys, extend on to the collar.
- Pony or rats' tail or a closely shaven head (#2 or lower), are not permitted.
- Boys' hair should be the same length at the back and sides and graded rather than undercut.
- Roots should be the same colour as the rest of a pupil's hair.
- Pupils should not cut their own or other pupils' hair.
- Girls' hair should be tied up if it falls below the collar line.
- Girls' hair ties should be in school colours.

Should the school deem that a pupil's haircut is in breach of the rules above, The Prep will contact the pupil's parents so that it can be remedied by a hairdresser at the earliest opportunity.