Date: August 2023
Review Date: August 2024
Responsibility: Head of Prep School

BEHAVIOUR POLICY - PREP SCHOOL

1. Principles

This policy document sets out to promote and maintain honest, considerate and dependable behaviour amongst Epsom College in Malaysia Prep School pupils, with specific reference to our younger members of the College community in the Prep School. It reflects and pulls together the long-held values and principles on which are based the College's expectations of high standards of behaviour amongst its pupils. The College Rules apply to all age groups and at all times when the pupil is: at school, representing the College or wearing school uniform; travelling to and from school; associated with the College at any time. The Policy has also been drawn up so as to comply with Standard 12 of the UK's National Minimum Standards for Boarding Schools 2015 and takes into account the statutory UK guidance given in 'Behaviour and Discipline in Schools' (Feb 2014) and the Equality Act 2010.

The Governors, Headmaster and Head of Prep School intend that the College Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from College premises and outside the jurisdiction of the College, for example during a half term break. This will normally be where the conduct in question could have repercussions for the orderly running of the College, affects the welfare of a member or members of the College Community or a member of the public, or which brings the College into disrepute.

This policy does not exist in isolation and it is to be read in conjunction with several other College publications that deal with specific aspects of pupils' behaviour, the way in which it is managed, and associated rewards and punishments:

Anti-Bullying Policy
Child Protection Policy
Classroom Expectations
Complaints Procedure for Parents
Code of Conduct for Sport
Drugs, Alcohol and Tobacco Misuse
Exclusions, Removal and Review Policy
Social Media Policy
Use of Reasonable Force Policy

2. Statement of Purpose and Core Values:

To be a distinctive learning community which synthesises the best elements of the Epsom College in Malaysia boarding and day education with the values, expectations and traditions of our international setting and in which all members of the community are helped to aspire to high achievement in all they do, to seize opportunities, to develop emotional resilience and to support others in our collective drive to make a difference.

Epsom College in Malaysia Prep School aims to ensure the following statements are met by its pupils:

1) **Good Manners**: We treat everyone with courtesy and respect. We consciously avoid hurting others, in body or mind. We always remember to treat others as we would like them to treat us.

2) **Selflessness**: We always put others before ourselves. We look for ways in which we can help others to grow. We think not what the College can do for us, but what we can do for the College.

3) **Hard Work**: We recognise that diligence and effort are the foundations of success. We strive to do everything to the best of our ability and not to give up when the going gets tough.

4) **Humility**: We are modest about our talents and mindful of the talents of others. We celebrate success in all its forms, but remember that we must never err into arrogance.

5) **Care for the Environment**: We care for our environment and we extend this care to the world at large. We avoid waste, we recycle, we develop awareness and we care for animals.

3. Rationale

A student's experience in school remains one of the most insightful indicators of later life success in any one of a number of metrics. For many, it is the best chance they will ever have to flourish. How they conduct themselves at school is crucial to that experience. Helping them develop good behaviour is therefore one of the most important tasks a school faces.

Epsom College in Malaysia Prep School recognises that behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims and therefore crucial. Its correct direction is equally crucial, and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly.

In this policy, 'behaviour' refers to any actions performed by any members of the student and staff communities. It includes conduct in the classrooms and all public areas: how members work, communicate, relax and interact; how they study; how they greet staff; how they arrive at school, transition from one activity to another; how they use social media, and many other areas of their conduct. It does not merely refer to how students do or do not act socially.

4. Aims of the Policy

This Behaviour Policy aims to:

1. Define clear principles of behaviour for children.
2. Promote good behaviour through positive reinforcement.
3. Provide the essential framework for the development of the ethos of the school.
4. Promote respect for others within a moral, spiritual and cultural context.
5. Provide an environment for children and adults in which they feel safe and supported and to be able to learn and teach effectively.

5. Behaviour Management

It is *essential* that all members of staff use a consistent approach to behaviour management.

6. Code of Conduct

The regular business of a school can only be carried out effectively in a disciplined and structured environment. In each classroom, children and teachers work together to create a set of guidelines which is pertinent to that group of children, taking into consideration their age and setting. In addition, the Prep School has a set of Prep School rules, which is signed by pupils at the start of each school year.

General Expectations

Every child is expected to:

a) be trustworthy, truthful and reliable;
b) commit themselves to the ethos of the Prep School and abide by its published rules to contribute towards the establishment of a stimulating educational environment in which all pupils can flourish;
c) accept responsibility for their own progress, with particular reference to learning and academic attainment;
d) fulfill all obligations including punctual attendance at all compulsory activities;
e) take full advantage of the wide range of co-curricular activities on offer;
f) strive towards attainment in all areas and support others in their attempts to do likewise;
g) respect the rights of others, including that of privacy;
h) behave rationally, and conduct themselves in an orderly and considerate manner — for example, by being prepared when necessary to wait in turn and queue patiently;
i) show respect to those in authority, including referees, umpires and other games officials;
j) be smart and take pride in their appearance and demeanour, following uniform guidelines;
k) show consideration for other members of the College community — for example, by respecting their belongings and avoiding undue noise and other forms of disturbance;
l) refrain from using foul language, gestures and other forms of offensive behaviour;
m) act prudently to preserve their own health and safety by eating sensibly, exercising regularly, carefully assessing risks and avoiding harmful substances;
n) tolerate beliefs, opinions and ways of life that differ from their own and respect diversity of gender, race, religion and culture;
o) conserve the buildings, plant and grounds of the College — for example, by proper disposal of rubbish;
p) be aware of environmental issues and help the College reduce its environmental impact;
q) prepare for life beyond the Prep School in the wider world by developing self-discipline, interpersonal skills, reliable and effective working practices and a willingness to serve the community.

Classroom Expectations

Teaching and learning are the principal functions of every school. During the school day, there will be much interchanging of children and teachers, and it is therefore important that conduct in lessons complies with accepted standards that are well understood and universally applied. In addition to the points above, the following apply to the conduct of children in lessons. Many also apply outside the classroom in other situations where instruction, coaching or training is taking place.

All children must:

a) arrive in good time for every lesson, assemble as requested by the teacher, and enter the room quietly;
b) arrive with the appropriate equipment as specified by teachers at the beginning of an academic year or at the outset of a new course of lessons, or as directed by the teacher during a previous lesson;
c) sit as directed by the teacher;
d) start every lesson in a calm and ordered manner;
e) Any phones needed for pick-up purposes, are to be kept in school bags or with the class teacher during the school day. The school is not responsible for loss or damage to any personal devices.

f) have available their diary/planner/reading record (Years 3 to 6) at the beginning of every lesson and record appropriate information (homework, deadlines, advice etc.) as directed;
g) listen to and follow instructions, which may be given verbally, in writing or by means of practical demonstration;
h) treat others, equipment and their work with respect;
i) complete tasks during the lesson in a positive and well-ordered manner;
j) leave the classroom quietly, returning all furniture and equipment to their proper places.

7. Prep School Routines

Well-established and universally known and understood systems and routines promote good behaviour. In addition to the above expectations for general classroom behaviour, children will adhere to the following specific situations, which are subject to change.

Movement around the College:

- All movement in and around the College building should be purposeful. Staff should see that all children are suitably supervised when moving around the school.
- Children observed to be behaving appropriately, politely and considerately (holding doors, lining up quietly etc.) should be thanked, praised or rewarded. Those who are not should be reminded of the expectations and their behaviour corrected e.g. to go back and walk sensibly.
- Children should keep to the left and allow members of staff or visitors the right of way.

Lunch hall:

- Children sit with their classes at lunch. All classes sit with their class teachers, who will monitor children whilst eating.
- Children enter the dining hall and line up at the food stations in a calm and orderly manner.
- When exiting the dining hall, children line up at the outside doors with KS2 and KS1 children lining up separately. Two staff will escort KS2 children back to the Prep School and one member of staff will escort those in KS1. A further staff member remains in the Dining Hall to escort any remaining pupils.

Break times: (to be read in conjunction with *Prep Playtime Guidelines, Appendix 1*)

- EYFS and KS1 (+ Year 3) play in the Prep Garden and KS2 play on Granville Green/Courtyard as directed by the members of staff on duty. Children must be supervised when crossing the road.
- Children should go to the toilet before leaving for break time.
- One member of staff is on duty at each location. With one member of staff on patrol.
- At the end of each break, the bell will be rung at which time the children line up in an orderly fashion. The children will then be escorted into the building in a calm and orderly manner.
- Rain, thunder or lightning results in indoor play. Staff should adhere to the guidance given from the portable lightning meter. Children return to their classrooms and are supervised with ‘wet-play’ activities, and supervised by staff in their wet-weather duty areas.

Pick-up/drop-off routines:

- Parents bring their children to school no earlier than 7:45am.
- At the end of a (dry) school day the children will be dismissed via classes from the Key Stage 2 door on the middle road.
- At the end of a (wet) school day, Year 6 children will be dismissed from the neighboring Senior School block onto the middle road. Children getting the bus will gather in a Year 5 classroom until everyone is there and ready to go.
- EYFS-Year 4 will be excused from the KS2 doors at 4pm (on Monday and Friday)
- Year 5 will be excused from the KS2 doors at 4:00pm (on Monday and Friday)

- On Tuesday, Wednesday and Thursday wet weather dismissal will go from the usual KS2 doors to the middle road, as per the dry weather routine, due to the staggered finish (optional CCAs for KS2).
- Parents are not to enter the school building to pick up their child. Should a parent or child need to enter the building to assist their child in going to their classroom, or for any other reason, they must ensure a member of staff is aware of this.
- Any children still awaiting pick-up after 4:15pm will be sent to after-school care which will incur an additional cost. Children who are not picked up at 5:30pm are escorted to the main reception and will be supervised until they are collected.

8. Recognition of Good Behaviour and Rewards

Epsom College in Malaysia Prep School aims to motivate its pupils and create a culture of excellence and an appropriate environment for inspirational teaching and effective learning by taking every opportunity to recognise effort, attainment and positive behaviour. The learning behaviours are focused on to embed knowledge of Epsom values; Attention, collaboration, creativity, curiosity, organisation, reflectiveness, resilience and thinking.

Positive recognition and sanctions adhere to

Recognition and rewards (in increasing value)
Verbal and written praise
Stickers (and other in-class positive reinforcement methods)
Language vouchers/extra playtime
House Point (For quality work, good behaviour, moving up the behaviour board)
Showing work to a member of the PSLT
‘Star of the Week’
End of term awards
End of year awards

The House System and House Points

The House system is central throughout the College. Upon admission to the College, children are assigned a House, which reflects those in the Senior School. House points are awarded individually and are recorded by the children either on their house point chart or in their planners. These, in turn, are collected on a weekly basis and the totals are announced in assemblies and the House displays are updated accordingly. House competitions represent another way children can feel affiliated to school and belong to the College system.

Every student is expected to achieve 50 points (bronze certificate) by the end of each term. *Most* students are expected to achieve 100 house points (silver). *50%* of children are expected to achieve 150 house points (gold). *5%* of all children are expected to achieve 200 house points each term (platinum).

9. Restorative Practice

We are committed to creating a safe, respectful, and nurturing learning environment where every member of our school community feels valued and supported. In line with this commitment, we recognise the significant role that restorative practice plays in promoting positive behavior, fostering healthy relationships, and resolving conflicts effectively. Restorative practice is not just a disciplinary tool; it is a philosophy that develops well-rounded, caring and empathetic young learners.
When a child makes a mistake with their behaviour, sanctions and restorative practice work side by side to develop their understanding of their internal emotions and the emotions of other learners.

Children receive 2 restorative reminders before a yellow card to encourage learners to make positive choices and to develop their emotional intelligence. If a yellow card or red card is issued, a reflection form (appendix 3) is filled out with support from a PSLT member. Restorative chats are to be used when there are conflicts and disagreements in and out of class with support from an adult. Restorative conferences may be used for recurring or serious incidents.

Using this approach children will develop empathy and learn about accountability for their actions and help them resolve conflicts with the help of adults, and eventually independently.

10. Use of Disciplinary Sanctions

All schools now have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. Schools have the authority to impose disciplinary sanctions on a pupil whose conduct falls below the standard that could reasonably be expected of him/her. Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly. Account may need to be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

Disciplinary measures have three main purposes:

- to impress on the perpetrator that what he or she has done is unacceptable;
- to deter the pupil from repeating that behaviour;
- to signal to other pupils that the behaviour is unacceptable and thereby deter them from doing it.

The application of sanctions is more likely to promote positive behaviour if pupils view the process as being fair.

Teaching staff are advised to:

- make it clear during any investigation that it is always in a pupil's best interests to tell the truth, and that the pupil's candour will be reflected in any sanction that is eventually applied;
- sanctions are always to be used in conjunction with restorative practice, so students can identify the effects of their behaviour on other students.
- make it clear where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatise the pupil;
- avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- wherever possible, avoid whole-group sanctions that punish the innocent as well as the guilty;
- consider using sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not completed in class the pupil might be brought back to finish it off);
- use sanctions to help the pupil and others to learn from mistakes, and recognize how they can improve their behaviour;
- when appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- never issue a sanction that is humiliating or degrading;
- apply sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used;
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take

responsibility for their own behaviour.

Sanctions should not be used where low-level interventions, such as the giving of a non-verbal signal or reminding a pupil of a rule, would be all that is needed. Staff should also consider when it might be more appropriate to encourage pupils to reflect on the harmful effects of their misbehaviour, rather than impose a sanction; for example, through producing a written account of the problem, or through individual or group discussions aimed at repairing relationships.

There is no corporal punishment at Epsom College in Malaysia Prep School. This includes the administration of corporal punishment to a pupil during an activity, whether or not on the school premises, and applies to all staff employed by Epsom College including any acting in *loco parentis* such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are noted below and in the College's policy: "Use of Reasonable Force to Control or Restrain Pupils".

A serious offence, or repetition of any offence at any level within a short space of time should usually lead to the next level sanction being imposed.

11. Scale of Sanctions

The following approved sanctions are in place:

Early Years Foundation Stage

To develop the emotional intelligence of the children in Early Years, a large focus is kept on recognition of internal emotions and the effects of their behaviour on themselves and others. Children are encouraged to use their spoken language to solve problems with the help of adults. Speech frames are used to do this e.g. 'I don't like it when…', 'I would like it if you…'.
The priority is for children to understand community agreements through various social situations, stories, and conversations throughout the year. Through this understanding, children develop empathy and problem-solving skills.
Once the understanding has been established, children are given reminders by adults to continuously make good choices. This habit is reinforced with 3 reminders during a class session, then sitting down for a time out. This time is dedicated to help children calm down or think about what happened and is often assisted by Calm Corner tools. For example, 'feeling stones' and 'feeling charts' are used to help children identify how they feel. Children are encouraged to use their words to express their feelings verbally and can also point to a feeling facial expression.

Key Stages 1 & 2

See appendix 2

Every student starts the day on 'green'. Through good behaviour and behaviour for learning, children can move up to 'silver'. If they continue showing excellent behaviour, they can move to gold. Rewards are received in conjunction with *'8. Recognition of good behaviour and rewards'.*

If the student exhibits behaviours set out in *'10. Use of disciplinary sanctions',* they will initially receive restorative reminders. First, they are reminded of the correct behaviour, then they are spoken to about who is being affected by their actions. If the behaviour continues they may 'move down' to a 'yellow card'. Depending on the expectations of behaviour for that child, a reflection with a PSLT member or a restorative action may be required. If the behaviour continues further, they will receive a red card, with which they must

attend a reflection session with a PSLT member on the same day and fill out a reflection form based around restorative practice (see appendix 3). Parents will be contacted to be informed of the behaviour sanction and what we have done to educate the child on how to do better next time. The sanction will also be uploaded onto iSAMs by the class teacher.

If a child received more than 3 red cards in 2 weeks a meeting with PSLT, class teacher and parents will be arranged to provide the families with strategy for behaviour management at home and to discuss further steps for behaviour improvements in school. This may include a personalised behaviour plan/chart and personalised targets to give specific focus to identified areas of development.

A **consistent approach** and **recording of sanctions from all staff** is the key to success with the system.

12. **Serious Incidents of Misbehaviour:**

There are some incidents which will merit a 'straight red card' and/or immediate removal of the child from their classroom, notification of parents and a meeting with them, the child and a member of the Prep Senior Leadership Team being called and/or the Headmaster involved.

These include:

- threatening behaviour towards another child/member of staff
- deliberate damage to school or other's property
- theft observed by a member of staff or proven beyond all reasonable doubt
- verbal abuse towards any adult in school
- persistent bullying
- truancy
- racial or sexual harassment
- abusive behaviour towards others on the ground of religious beliefs or sexual orientation***

The scale of sanctions for incidents of this nature will be:

1. A fixed 'probation' period of up to two weeks in which behaviour will be very closely monitored.
2. If further issues arise, then the child may be 'internally excluded' – taught outside of their normal classroom. This will be for a fixed period, agreed between the professionals. Following this, there will be a managed reintegration into normal classroom arrangements.
3. If there are continued incidents (or if a child is deliberately violent towards another child or a member of staff), the child will be excluded initially for a fixed term and then permanently.

If a child is absent, sanctions will be completed on their return to school.

An 'Incident Record' (appendix 4) must be completed following a serious incident and given to the Head of Prep. If an incident occurs off-site (educational visit, after-school care), an Incident Record should also be completed.

****The school is aware that there is a growing culture of children using terms such as 'gay' in a derogatory way but with no connection to actual or perceived homosexuality – e.g. 'You're so gay' or 'That's so gay'. Instances of behaviour like this will not immediately be 'serious incidents'. Where a child persists in using behaviour or language which makes anybody feel unwelcome or marginalised because of their actual or perceived sexual orientation, then this will constitute a 'serious incident' and will be recorded as 'homophobic bullying'*

13. Recording of sanctions for serious misbehaviour

Ultimately behaviour management is about changing the behaviour of the miscreant, to do this good quality information: date, time, location, incident details or incident code are vital. Teachers must ensure all sanctions are recorded on iSAMs so that the Head of Prep School has a full overview.

The Head of Prep School and the Well-being and Pastoral Leader are responsible for keeping a record of all sanctions imposed on pupils for incidents of serious misbehaviour. The detail recorded will include a summary of the offence and sanction, together with all paperwork relating to the incident. This log shall be monitored on an annual basis by the Headmaster, or as necessary. Reflection forms will be collated by the Well-bing and Pastoral Leader

Where a child is struggling to manage their behaviour on a longer term basis, further investigation may be required into the triggers and symptoms of the behaviour. For example, a child may have an attachment disorder which impacts upon their ability to control their own behaviour. Support from external agencies e.g.

Educational Psychology may be requested. At this stage, a 'Behaviour Plan' may be put into place. When this happens, the scale of sanctions is suspended. The 'Behaviour Plan/Chart' is a formal document which is put together in consultation with staff, parents and the child. It should include a detailed plan of action and targets which support the child in taking responsibility for their behaviour and also encourage positive behaviour. The plan is then shared with all members of staff who come into contact with the child. Behaviour Plans are monitored by the Head of Prep and Head of Learning Support. Where there are specific issues identified, training for staff working with the child will be sought and provided.

14. Exclusion (temporary or permanent)

The Headmaster may at his discretion require parents to remove or may suspend a pupil from the College if he considers that the pupil's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and in the Headmaster's reasonable opinion the removal is in the College's best interests or those of the pupil.

15. Malicious allegations against staff

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 disciplinary action in accordance with this policy. Where a parent has made a deliberately invented or malicious allegation, the Headmaster will consider 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.

16. Physical intervention

There are circumstances when teachers and other adults in positions of responsibility are empowered to act in a way that involves some form of physical intervention — in particular when the health and safety of pupils or anyone else is seen to be at risk, but also to prevent damage to property and possessions and in some situations to preserve good order and discipline at the College. In all cases the intervention should be reasonable and proportionate.

Guidance to teaching staff and others enabling them to conduct themselves in an appropriate manner on those rare occasions when it is deemed necessary to use some form of force, including physical restraint, is offered in the College's *'Use of Reasonable Force Policy'*.

A member of staff may take forceful but reasonable and non-injurious measures in order to prevent a pupil from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves)
- prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the College, whether during a teaching session or otherwise.
- causing damage to property;
- prejudicing the maintenance of good order and discipline.

The aim in the guidance is to develop and uphold the consistent application of practices that, above all, are considered to be safe, but which also preserve the dignity and well-being of all those involved.

Recognition of the possibility that members of staff might sometimes be justified in using force is not a return to corporal punishment, use of which is not permitted anywhere in the College or beyond (i.e. during school related activities). Force may not be used as a form of punishment.

Staff exercising the power to use force must also take proper account of any particular special educational needs and/or disability that a child might have.

Where any incident has occurred in which physical control/restraint has been used, this must be reported to the Head of Prep and then recorded formally in writing. Both the member of staff and child should agree to the account recorded and it should be shared with parents as soon as possible.

For individual children considered to be at a high risk of requiring restrictive physical interventions, a 'Positive Handling Plan' will need to be put in place. This will be written in consultation with the child, parents, teacher and the Head of Prep. It will set out the techniques that should be used and those that should not normally be used. It will also include potential risks, options for responding to these challenges including techniques for de-escalation and advice for staff on how to respond when behaviour becomes dangerous.

Further information on the use of Physical Intervention can be found in Epsom College's '*Use of Reasonable Force'* Policy, available on the College website.

17. Roles & Responsibilities

The responsibility for behaviour management within Epsom College in Malaysia Prep School is shared between all members of staff, parents and the children. The Head of Prep is responsible for reviewing and updating the policy.

All **teaching staff** should be firm and fair in their application of discipline within and outside the classroom. It is their responsibility to take positive, affirmative action to ensure that the College's rules, procedures and that which is taken to be 'best practice' are all adhered to. In addition to the common law duty of a teacher to take such care of the children in his/her charge as a careful parent would take of his/her own children, there is a statutory duty imposed on teachers to promote the general progress and well-being of individual pupils or groups or classes assigned to them, to maintain good order and discipline among the pupils and to safeguard their health and safety. (This duty includes ensuring as far as possible that pupils are free from bullying and harassment.) Teachers are encouraged to seek advice from the Head of Prep School/Head of Department or from other senior colleagues concerning the management of particularly demanding groups of pupils or of individuals.

Prep School Class Teachers monitor all aspects of the school career of each of his/her pupils, which for some will include interpretation of and compliance with features of the College's code of conduct. Through one-to-one conversations and more open discussions during class PSHE lessons, class teachers offer guidance to their pupils on a range of pastoral issues, including those that relate directly to behaviour. The occasional steer towards a particular direction or well-timed piece of advice can change a course of action, transform the pupil's perspective on life at school or even avert a potential disaster.

By means of encouragement and reward, and by the application of a clearly understood and fair system of sanctions, the class teacher vigorously promotes acceptance of the code of conduct of the Prep School. He/she is the principal point of contact for colleagues and parents concerning all aspects of a pupil's behaviour and will inform the Head of the Prep School or Headmaster of severe breaches of discipline.

Heads of Department are responsible for maintaining standards of behaviour and discipline within their departments that must reflect any health and safety issues associated with the teaching of particular subjects. They will offer advice and guidance to newly appointed teachers, paying particular attention to the needs of those in a first appointment.

The Head of Prep School is responsible for maintaining standards of pupils' behaviour and discipline

throughout the Prep School and wider College environment, including consistency of behavior both within and outside the classroom at all ages. He/She will revise as necessary all procedures and policy documents that relate to the welfare or conduct of pupils, and advise teaching staff and others of developments. He/She will manage the administration of rewards and sanctions (including the application of effort and attainment grades) and keep a record of such. He/She will inform the Headmaster about any significant behavioural issues that arise.

The **Headmaster** is responsible to the Board of Governors for ensuring appropriate standards of discipline within the College, and for the promotion of positive behaviour. He will determine the main principles behind any behaviour policy and ensure it does not conflict with other College policies. He will determine all issues of exclusion. He will ensure that parents are aware of this Behaviour Policy.

The **Governors** endorse the principles underlying the policy and require the Headmaster to ensure appropriate standards of discipline within the school.

All **staff** are required to follow the Staff Code of Conduct policy, to implement this behaviour policy equitably to all pupils.

Parents are advised of this policy and are expected to support the school in its implementation

Pupils must abide by the requirements of this policy as outlined in the Prep School Rules.

Appendix 1

PREP PLAYTIME GUIDELINES

Prep Playtime Guidelines *for safe, fun play experiences*

Morning Break : 10:35am – 10:55am
Lunchtime Break: 11:45pm -12:30pm for EYFS and Yr 1/2 (Garden) and Y3-6 (Granville Green/courtyard)

Adults' role:

- Be early or on time. Check that the other person is present. If not, contact the HoP (0162241546) for a replacement asap.
- Be proactive, be firm and take charge (the children want you to) but smile and have fun
- Interact and get them playing together (some will need help with this)
- Teach new playground games and encourage the Playground Leader to do the same in the Prep Garden.
- Help them solve problems/irritations they encounter (rather than just telling them what do to)
- Hand out lots of House Points to Y1-6 (verbally, max 2) for great teamwork, hard work, creativity and manners.
- Hand out language vouchers for inclusive English speaking.
- Patrol duty, collect the first aid kit from the Well-being office on the way out and then return it afterwards.
- Drinks (other than water), food, mobiles/texting or headphones are not permitted in the play areas.
- Staff are to circulate in their designated area helping the children to play, stay safe and find playmates.

Access to play spaces:

- With their teacher/TA, Y3-6 access Granville Green across the pedestrian crossing. Return along this route at the end of plays. Supervised by teacher or TA in a class line.
- Prep Garden – Nursery, Reception, Yr1/2 class only. Gates/doors always closed. Morning break and lunchtime break.

End of break:

- Children are stopped 3 mins before the official end of break.
- On hearing the bell, which is rang by the patrol duty, children line up in class lines and are escorted back into the building.

Please encourage the children to:

- Take care of the equipment, share it and tidy it up neatly;
- Stay within the Y3-6 bounds – not up steep slopes, within the designated area.
- Respect the gardens, trees and plants;
- Take turns and play fairly with others

Behaviour:

- No kicking, punching, rough play or tackling, throwing sand or water, pushing or hitting is tolerated.
- Give 'timeout' in the shade if the child ignores first warning. Report to the class teacher that day in person or by e-mail.
- Balls on roads are reported to staff who give permission for them to be retrieved. Y3-6 only.
- Reward positive behaviour regularly with House Points (normally 1, max 2) and language vouchers.

Other:

- Prep Garden gates must be closed and bolted to ensure children do not leave the area.
- Y1-6 children to take full water bottles to play;
- All children to wear hat (No hat = No play – in the shade and this is non-negotiable);
- Place children with suspected heat problems in shade or send to nurse;

Bathrooms:

- FS play area: bathrooms are accessed through classroom doors into PS. Children go in pairs.
- Toilet before and after playtime. If required during playtime, the child must be escorted to and from the Prep Garden - with view of the Granville Green

Nurse/Medical Attention:

- Children who have had bumps of any sort to the head/face must be accompanied to the nurse straight away or, if in the case of a serious injury, remain with a member of staff on the pitch until a nurse arrives.
- In the event a senior KS2 pupil suffers a **minor** injury at break/lunch-time and requests to go to the Medical Centre, the supervising teacher may ask another senior KS2 pupil to accompany him/her, having first supervised them crossing the road. The member of staff should then follow up immediately after break with the pupil's class teacher so that a check can be made on the pupil.
- In the case of a potentially more serious injury, including but not limited to, any bleeding, head injury or suspected fracture/break/sprain, the pupil must be escorted to the Medical Centre by a member of the Prep School Teaching staff or await support from the Medical Centre. In the case of an emergency it may be necessary to send a senior KS2 pupil to the Medical Centre to request for immediate support in the absence of another member of staff.
- KS1 and EYFS pupils must always be escorted to the Medical Centre.
- In the event of any Prep School pupil becoming unwell during the school day after break/lunch, they must always be accompanied to the Medical Centre by a member of staff. Another pupil must not be given the responsibility for escorting a sick child to the Medical Centre, unless there is no other member of staff available to do so.

Appendix 2


Attention
Collaboration
Creativity
Curiosity
Organisation
Reflectiveness
Resilience
Thinking
1. Reminder of the correct behaviour
2. Restorative reminder
- Who has been affected by your actions?
Warning of the next step
Above and Beyond
Star of the Week
End of term awards
End of year awards
Moving up
House Points
Language vouchers
In Class rewards e.g. stickers, Dojo points
Ready to Go:
Start the day here
Yellow Card:
> Repeated low level disruption
> Disrespect
> Poor choices
Possible Action:
> Reflection with PSLT (same day)
> Restorative action (additional help, letter, chat)
> Add to iSAMs
Red Card:
> Serious misconduct
> Bullying
> Swearing
> Racism
> Physical/verbal abuse
Action:
> Reflection with PSLT (same day)
> Restorative action (additional help, letter, chat)
> Add to iSAMs
> Contact parents

Appendix 3

EPSOM COLLEGE IN MALAYSIA

Reflection Form

Name / Class	
What has happened?	
Who has been affected by your actions?	
How do you think the affected people feel?	
What could you do to make things right?	

Card issued: *Red / Yellow / Other*
Added to iSAMs? *Yes / No*
Parents informed? *Yes / No*
Reflective action taken _____
Member of staff dealing with incident _____
Date _____