BUCKINGHAM PREPARATORY SCHOOL

'Together we nurture, we inspire, we achieve'

Behaviour and Sanctions Policy

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Behaviour and Sanctions Policy

Revised: September 2026 (to be reviewed in September 2027)
This policy applies to EYFS, Infants and Juniors.

Buckingham Preparatory School

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- Accessibility Policy
- Equal Opportunities Policy
- SEND Policy
- Safeguarding and the Welfare of Children Policy
- Anti- bullying and Cyber Bullying Policy
- Attendance and Exclusion Policy
- Staff Handbook and Code of Conduct
- Supervision Policy

The named person responsible for behaviour management across the school is the Deputy Head of the School.

The details of this policy make reference to the DfE non statutory advice 'Behaviour and Discipline in Schools (2016)".

Aims

- To promote a whole school and consistent approach to the task of achieving and maintaining a high standard of behaviour and discipline supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To ensure good organisation and facilities that will promote good behaviour and discipline through strong school leadership and rigorous classroom management. This is consistently achieved through staff development and support.

- By applying positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.

- To prevent bullying and anti-social behaviour

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)

- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.

- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

- We recognise that children with special educational needs or disabilities will need reasonable adjustments to the behavioural expectations and will respond accordingly.

- To manage pupil's transitions within the school setting and in partnership with the schools the children are moved from or to.

Code of Conduct

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well-mannered and attentive.
- Children should quietly walk (not run) when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children should wear the correct school uniform. Jewellery or trainers should not be worn unless permission has been given for medical or religious reasons.

Corporal Punishment is never used or threatened at Buckingham Prep School. We treat all pupils fairly and apply this behaviour policy in a consistent way. The school employs a number of sanctions to enforce the codes of conduct, and to ensure a safe environment for all children in its care.

This code of conduct has been formulated with the safety and well-being of the children in mind, to manage the safe transition of pupils around the school and to enable the school to function efficiently as a place of learning.

Rewards Scheme

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

The scheme at Buckingham Prep is based on house points, through which children can be rewarded for academic and non-academic achievements.

The children have been divided up into four houses, with family groups remaining in the same house. Children are awarded house points for being helpful, good work, etc. Each house's points are counted up at the end of each week and displayed in the House Points collection by the entrance to the school, and the winning house announced regularly in assembly & at the end of each term in the final assembly.

The school has also introduced a number of other incentive schemes including Golden Time, achievement assembly and other class based incentives based on the needs of the cohort.

Thoughtfulness, being caring and effort are celebrated each week in assembly. In addition children's names and achievements are celebrated with the Kindness Cup every second week and printed on certificates. Also individual certificates celebrating achievements will be awarded throughout the year for achievements in sport, music, etc.

For exceptional work or effort the child is sent to the Head teacher for a special incentive sticker. In addition, each class or subject teacher gives verbal or written praise as often as possible.

Children in Pre-School are rewarded through positive praise and encouragement as well as being included and coming to the weekly certificate assembly where they are also rewarded. Appropriate behaviour is encouraged through interactions with staff, planning activities to develop behaviour and feelings, and the organisation of the learning environment. Children also attend achievement assembly weekly.

Sanctions

There will be times when children's behaviour falls below our levels of expectation. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. In Pre-school behaviour which falls below our expectations are dealt with in ways appropriate to the child's development, and the guidelines set out in this policy.

Minor breaches of discipline are generally dealt with in a sympathetic manner by the class or subject teacher with regard to the age of the child. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will have consequences. In cases where there is persistent bad behaviour, including bullying, strong sanctions, which could include exclusion, may be necessary.

*Section 110 and 111 of the School Standards and Framework Act 1998

Warnings

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility. Parents will be informed where and when necessary.

For more serious incidents such as:

Physical violence towards a fellow pupil
Any form of bullying ie physical, mental, cyber.
Inappropriate language or verbal unpleasantness towards a fellow pupil
Rudeness towards an adult in the school community
Racial abuse or discrimination of any kind
Defiance, refusal to follow instructions given by an adult a warning will be given. At this point the Misbehaviour and Exclusion Policy will be implemented.

If serious problems persist or are recurring, parents will be involved at the earliest possible stage. Children may then be placed on a weekly report system to monitor their behaviour.

Major breaches of discipline including physical assault, deliberate damage to property, stealing, leaving the school premises without permission, physical or verbal abuse, refusal to work and disruptive behaviour in class are extremely rare. These are the responsibility of the Head teacher or the Deputy Head who will deal with it severely, particularly if the problem keeps recurring.

Record of Incidents

Behavioural incidents and warnings are recorded on the Engage Staff System either by the child's Form teacher or any teacher who teaches them. The Deputy Head reviews these weekly and will intervene and contact parents if necessary.

A record of incidents is kept on Engage by the teachers within the school, along with a record of any persistent misconduct. Records of any racial or bullying incidents are recorded and the Head teacher informed. Staff will liaise with parents and other agencies, where appropriate.

Any Safeguarding incidents will be recorded on the MyConcern reporting system. These will come through to the DSL and DDSL's and dealt with appropriately.

These are checked weekly by the Deputy Head.

Care and Control of Children

Support systems are in place to encourage pupils to behave appropriately at all times. This is achieved primarily through praise and rewards. No member of staff must in any way physically chastise a child or threaten a child with physical punishment.
If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class, such as Circle Time, PHSE and Form time.
- Move the child from the group to work on his own
- Repeat work
- Miss playtime (but must be supervised)
- Weekly report
- Warnings
- A letter home to parents

Serious incidents are recorded in the serious incident book. We make reasonable adjustments for pupils with special education needs/disabilities by liaising closely with the SENCO and in accordance with arrangements made with parents. (Ref. Equality Act 2010)

Pupils making malicious accusations against staff

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). **See Safeguarding and Welfare for Children Policy 2026-2027**

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary to stop them from harming themselves or others further. Another member of staff should, if possible, be present to act as a witness. If such an incident did occur, the parents will be informed on the same day or as soon as reasonably practicable.

Where possible the child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.
The incident book (Engage Daybook) should be filled in and the situation discussed with the Head teacher/DSL. (in the absence of the Head teacher, The Deputy Head or DDSL's, need to be informed)