The Croft Preparatory School

Positive Behaviour Policy

Whole School Policy, including Early Years Foundation Stage

Policy Reviewed (JFE)	24 September 2026
Peer & Governing Committee Review Completed	12 October 2026
Ratified by SLT	4 October 2026
Next Review Date	October 2028

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant statutory regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors may delegate the monitoring of the efficacy with which the school discharges its statutory duties to the Facilities Manager and Governing Committee.

Notwithstanding the above delegation, the Proprietors retains ultimate responsibility for how the statutory functions are executed.

Introduction

At The Croft Preparatory School, we encourage our pupils to aim for the highest standards of behaviour, moral standards and principles, and to develop qualities of teamwork and leadership. Promoting the emotional well-being of all our pupils is key to their development. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of our pupils. We treat everyone as an individual and aim to develop the whole person equipped to take their place in today's society.

Our Core Values underpin everything that the pupils do in school. These are Resilience, Friendship and Trust, Creativity, Growth Mindset, Respect and Excellence.

Our Policy

1. Our Positive Behaviour Policy is based upon positive encouragement and reinforcement. We recognise and reward appropriate behaviour and we actively encourage a positive ethos within the school.

2. We do not label a pupil, only the behaviour. The distinction between the unacceptable behaviour and the pupil should be made clear. The pupil should understand that, although they have a responsibility for their behaviour, we are sanctioning the pupil because of the specific behaviour (and that alone) so that the pupil still has a sense of 'worth'. The pupil must also feel that they have an opportunity to gain self-esteem and reward through appropriate behaviour; we have a responsibility to support opportunities for this to happen.

3. When implementing our Positive Behaviour Policy, we also consider the example that we give as School staff. Responses to appropriate behaviour should far outweigh responses to misdemeanors. Pupils reflect the approach of the adults around them; they are more likely to be

respectful, kind and considerate if we demonstrate these attitudes in our relationships with them and each other.

4. Although behaviour of all kinds is considered individually, sanctions are based upon the incentive and sanction framework agreed by senior management, staff, pupils and parents.

5. Pupils are encouraged to reflect on their behavior choices and make positive changes. As a school, The Croft, actively promotes learning from a pupil's mistake, taking ownership of their actions and working with individual pupils to make better choices as they progress through the school.

6. We have an agreed set of Core Values to ensure that all pupils are aware of the expectations required.

7. In addition to the School's Core Values, each class may have rules and expectations to help the class work well. Pupils establish and agree the rules, incentives and some bespoke class sanctions at the beginning of the academic year with their Form teacher if necessary.

8. Any form of bullying, whether verbal, physical or emotional, including through technological media, is totally unacceptable and the School takes this very seriously. Please refer to the School's Anti-bullying Policy for further details.

9. The Deputy Head Pupil Welfare and Safeguarding keeps a record of all behaviour management beyond the role of the Form Teacher. For these issues, staff can file a 'Pupil in Need/Behaviour Incident' form on Engage which can be given to the Deputy Head Pupil Welfare and Safeguarding and/or Senior Management for support. All of these documents are stored securely on Engage.

10. Staff are also able to examine the school's 'Hierarchy of Support' document for guidance regarding Behaviour Management (stored on the W drive/Pastoral).

Aims and Objectives

1. To accept and promote The Core Values.

2. For all pupils to develop self-discipline they must demonstrate a high standard of behaviour which shows respect for others and their surroundings, thus promoting an excellent learning environment.

3. To develop self-discipline by understanding the need for appropriate behaviour.

4. To achieve a high level of behaviour at all times, in and out of school.

5. To promote an environment where respect for each other, all adults, and their surroundings prevails, enabling quality learning and teaching to take place.

6. To encourage the involvement of both home and school in the implementation of this policy.

7. To promote positive behaviour through praise and by presenting positive models.

8. To be consistent and fair, whilst taking into account individual needs.
9. To develop a Growth Mindset 'approach' to all areas of school life.

The Croft Core Values

These are the School's Core Values:



In addition to this image being in classrooms and in public areas, each pupil wears a badge of this image on their blazer and each classroom has a display showing The Core Values.

The following definitions are used in Reception and Pre-Prep (Years 1-2):

Resilience - We never give up when things get difficult.

Friendship and Trust - We are trustworthy and honest friends.

Creativity - We use our imagination to solve problems.

Growth Mindset – We believe that with hard work and determination we can improve. We learn from our mistakes.

Respect - We are kind to everyone! We look after our school environment.

Excellence – We always give our very best.

The following definitions are used in Prep (Years 3-6):

Resilience - We use a positive approach when things are challenging. We never give up!

Friendship and Trust - We are trustworthy and honest to create strong friendships.

Creativity - We use our imagination to solve problems in new and exciting ways.

Growth Mindset - We believe that we can 'grow' our talents and abilities with hard work, perseverance and learning from our mistakes.

Respect - We are kind and respectful to everyone and look after our school environment.

Excellence - We always give our very best to achieve excellence in everything that we do.

Equal Opportunities

Working in line with the School's Diversity, Equity and Inclusion Policy, all pupils are treated fairly and consistently, in accordance with the Equality Act 2010.

Pupils are treated as individuals within the School and, as such, consideration is given to any relevant special educational needs or disabilities that might impact on a pupil's behaviour, or need to be considered when applying sanctions under this Policy.

Organisation and Facilities

How We Encourage Positive Behaviour

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives and success criteria, understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that the pupil's efforts are valued and that progress matters. Our teaching staff offers every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

Teaching and Classroom Management

Classroom management and teaching methods have an important influence on pupil's behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupil's, strategies for encouraging positive behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption.

Displays will help to develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the pupils to co-operate with others and to work hard. We celebrate success. Praise is used to encourage positive behaviour as well as good work. We highlight positive behaviour and deal with the negative issues in a sensitive and tactful way.

Mobile Phones

At The Croft School, pupils are not permitted to bring mobile phones into school at any time. This rule also applies during all residential trips and off-site activities organised by the school. The policy helps maintain a safe, focused, and respectful learning environment for all pupils.

Facilitating Positive Behaviour

In addition to the above, the following processes are in place in the School in order to organise and facilitate Positive Behaviour:

- Transition programmes between Key Stages - which pay close attention to behaviour management
- The use of House Points and Core Value Stickers by teaching staff, as a way of cementing positive and courteous behaviour (see below for information on the House Points system)
- Mentoring and 1-to-1 Bubble Times, in which specific issues can be worked on
- Core Values Certificates are given to deserving pupils on a weekly basis during Assembly.
- Core Value Ambassadors, who act as 'listeners' and can, in their junior capacity, uphold, encourage and role model positive behaviour for the pupils in both Pre-Prep and Prep
- A comprehensive PSHE curriculum and form periods, all of which encourage the pupil to examine their personal motives and agendas.
- Highly skilled, trained and committed staff, who share the same vision and hold high expectations for pupil behaviour
- A creative, calm and respected School environment, which helps to exert a positive influence on the behaviour
- A 'Buddy' Practice - where any new pupil entering the school is given a mentor/buddy who will shadow him/her closely during the first couple of weeks as they settle in. Ideally, this could be set up in the previous term when the new pupil comes for their trial day. This may allow opportunities for friendships to be made during the holidays before the new term starts.

Early Years

Issues of behaviour are handled in ways appropriate to the pupil's stage of development and level of understanding. Members of staff support pupils in developing relationships with other pupils and resolving conflict successfully. Where necessary, an Individual Education Plan (IEP) is put in place for a pupil with behavioural difficulties, and staff work closely with the pupil's home to ensure consistency at home and School.

Incidents of note related to behaviour are recorded on the School's 'Pupil in Need/Behaviour Incident' Form, with the incident or concern described objectively by the member of staff who was directly involved. These are automatically logged on the school's Engage Portal where 'action' can be generated by the class teacher or Deputy Head Pupil Welfare and Safeguarding in the first instance.

All biting and any incidents where staff have to physically intervene must be recorded on the school's management system 'Engage'. Parents are informed via telephone or at collection. If necessary, a meeting is arranged to discuss the incident.

Support systems for Individual Pupil Need

Additional systems and strategies may be necessary for pupils with individual behavioural needs. Where there are persistent problems with a pupil, the Class Teacher will liaise with the SENDCo and/or Deputy Head Pupil Welfare and Safeguarding to discuss further support options, as appropriate. This may involve working with outside agencies to seek solutions to support the pupil.

Support Systems for Staff

It is School practice to discuss behavioural issues in Staff Meetings in order that all members of staff feel supported and the School is working together to provide a cohesive approach to supporting individual needs. All staff members are required to read and follow the detail of this policy to ensure that behaviour management is consistent throughout the School. Staff having difficulties with any individual, class or group should speak to the Deputy Head Pupil Welfare and Safeguarding.

The School will ensure that Staff members are given training in Behaviour Management, as appropriate for example; 'Team Teach' training. This is organised by the Senior Management Team.

If staff need support when addressing challenging behaviour, they can either use the phone located in the classroom or send a pupil with the 'Support Needed' card located in all classrooms and teaching rooms across the school to the nearest adult where necessary.

Involvement of Parents

Parents have a vital role in promoting and demonstrating positive behaviour in School. We expect parents to support the School's values in matters such as behaviour, uniform and appearance, attendance and punctuality, standards of academic work, extra-curricular activities and homework.

The School has a right to expect that parents will give their full support in dealing with their child's behaviour, where issues arise.

We expect parents:-

- to keep us informed of behaviour difficulties they may be experiencing at home
- to inform us of any trauma which may affect their child's performance or behaviour at school, eg a death in the family, divorce or parental difficulties
- to inform us about their child's ill health and any absences connected with it
- to act as role models to their children, adopting appropriate behaviour, in line with the expectations of the School
- to sign and return a copy of the Parent Contract (Appendix A)

The School will achieve positive home/school communication by:-

- promoting a welcoming environment within the School
- giving parents regular, constructive and proactive feedback
- providing a 'two-way' method of communication
- hold meetings where appropriate to discuss relevant issues

School Counsellor

At The Croft Preparatory School, the mental health and emotional well-being of each pupil is of paramount importance. Employing the services of a counsellor is designed to complement the strengths of the school's pastoral system by offering additional personal support to pupils who may benefit from working with a confidential independent counsellor.

Working with a counsellor offers pupils time and space to talk in confidence about thoughts, feelings and difficulties they may be having, in order to:

- Develop emotional health and wellbeing
- Overcome barriers to learning and achieve their full potential
- Increase resilience so they are better able to manage personal difficulties
- Develop self-esteem and self-confidence

The school facilitates formal counselling, with a professional counsellor acting in their specialist role, and in accordance with a strict code of ethics, which requires confidentiality, accountability, clinical supervision and continuing professional development.

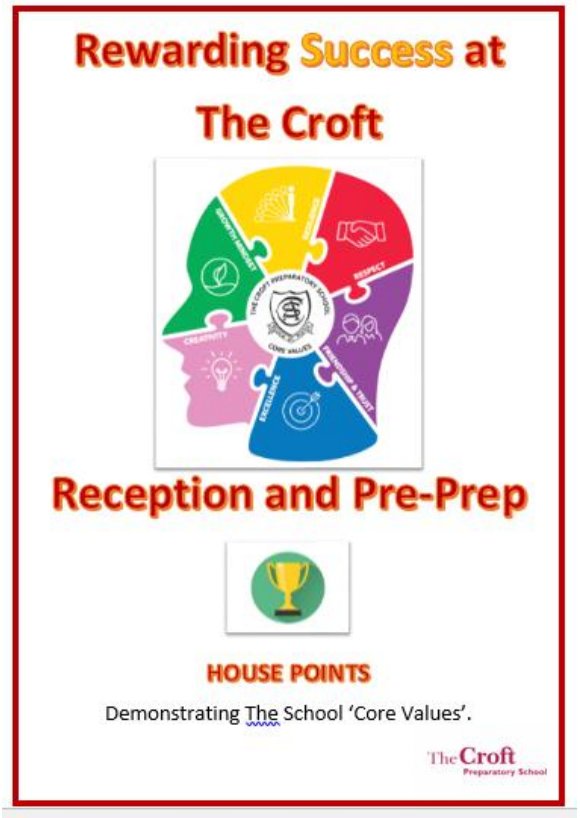
Rewards and Sanctions

Our 'Rewards System' is in place to encourage positive behaviour. Sanctions help us to set boundaries and to manage challenging behaviour. The Headmaster, in consultation with members of SLT (Senior Leadership Team), will co-ordinate a full and thorough investigation, where appropriate, and apply any sanction fairly and consistently, in line with the list of sanction system. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity. Corporal punishment or the threat of corporal punishment is illegal and is never used at The Croft Preparatory School.

Rewards

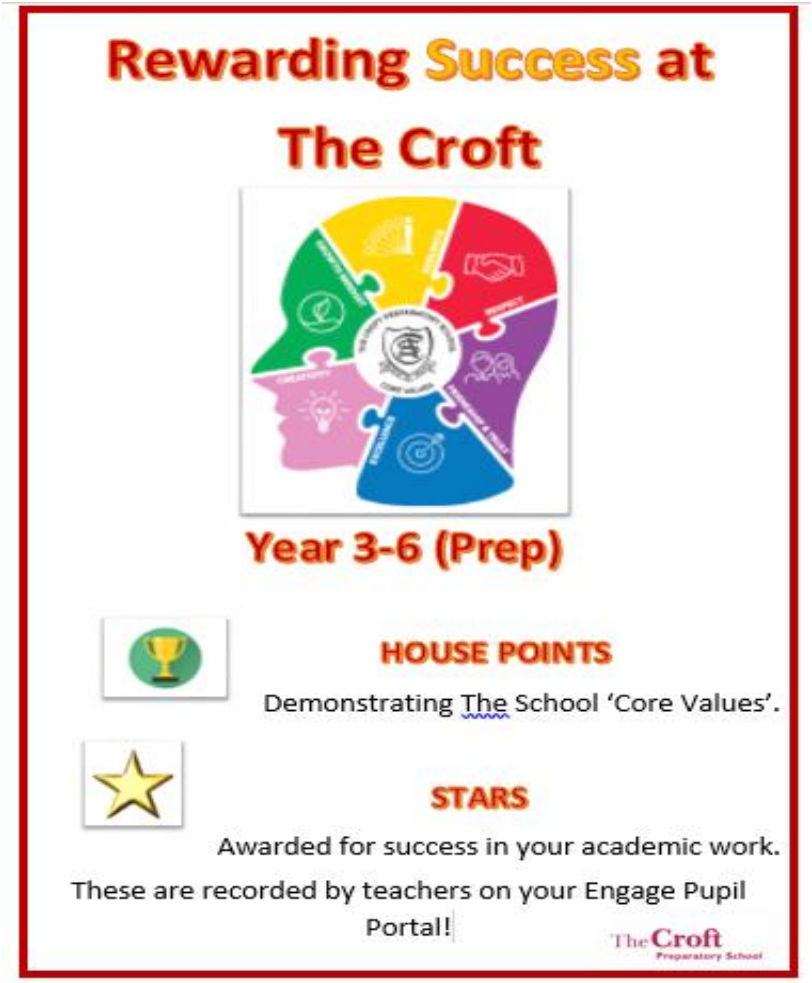
At The Croft Preparatory School we like to encourage and reward effort, attainment and good citizenship. This can be through the praise we give to pupils either individually or as a group. Our 'Rewards System' perhaps best reflects our acknowledgement of the above, through the awarding of Stars that are issued on the Pupils Engage Portal, House Points and Core Value Stickers as follows:

Pre-Prep


Rewarding Success at
The Croft
Reception and Pre-Prep
HOUSE POINTS
Demonstrating The School 'Core Values'.
The Croft
Preparatory School


FRIENDSHIP & TRUST
EXCELLENCE
CREATIVITY
GROWTH MINDSET
RESILIENCE
RESPECT
The Croft Preparatory School

Prep





Certificates and awards are also used across the School, with pupils being rewarded for particularly good effort, demonstrating The Core Values, excellent work, or doing something for others above and beyond what would ordinarily be expected. This are awarded in Monday's assembly.

Throughout the school year, numerous events and publications are presented that highlight pupils' efforts and achievements. Prizes are presented to a large number of pupils for excellence, effort and progress in a variety of areas of school life.

Sanctions System for Years 1 - 6

Our 'Sanctions System' allows the opportunity for pupils to make mistakes but learn from them. Pupils are nurtured by their class of form teacher, who will communicate with parents if they are concerned about the overall behaviour of the pupil. Some examples of inappropriate behaviour and the consequences of that behaviour are highlighted below. The context of the offence, and the number of times a pupil has committed the offence, will have a bearing on what the sanction might be. The examples given are not an exhaustive list, but will be used to guide the decision making process.
With all sanctions, pupils are reminded of the Core Values and which Core Value they are not upholding.

	Examples of Behaviour	Potential Sanctions	Level of Involvement	Strategies to Support Pupil
Level 1	– Not upholding the School's 'Core Values' – Disorganisation – Failure to do homework – Overly boisterous behaviour – Poor punctuality – Not following agreed Classroom Rules	Discussion with Form Teacher Issued a yellow card (Prep only) by teacher – recorded Deputy Head Pupil Welfare and Safeguarding and collated centrally Loss of break, lunch or free time	Form Tutor Subject Teacher Deputy Head Pupil Welfare and Safeguarding Head of Emotional and Physical Development	Recognise and reward appropriate behaviour and positive achievements Provide 2 'clear' 'formal' warnings Ensure the pupil understands the task or instruction
Level 2	– Accumulation of Level 1 behaviour – Disruptive behaviour – Not upholding the School's 'Core Values' – Not following agreed Classroom Rules	Issued a yellow card (Prep only) by teacher – recorded by Deputy Head Pupil Welfare and Safeguarding and collated centrally SMT notified. Discussion with relevant Senior Staff members; i.e., Deputy Head Pupil Welfare and Safeguarding or Head of Emotional and Physical Development	Form Tutor Deputy Head Pupil Welfare and Safeguarding Head of Emotional and Physical Development Parents	Get family support if the behaviour persists Observe pupil at play – may give clue to behaviour Ask pupil about any anxieties Give opportunities for the pupil to succeed. Trust them with a task/give them a responsibility Provide the pupil with a mentor Discuss with SENDCo

		Staff to file 'Pupil in Need/Behaviour Incident' form with Deputy Head Pupil Welfare and Safeguarding Communication with the parent/guardian		Target Card with Assistant Head Pastoral

Level 3	– Defiance – Rudeness to adults – Causing minor damage to property – Fighting (limited damage between 2 equals) – Swearing – Not upholding the School's 'Core Values'	Discussion with Deputy Head Pupil Welfare and Safeguarding, Senior Deputy Head or Headmaster Staff to file 'Pupil in Need' form with Deputy Head Pupil Welfare and Safeguarding Removal of free time ie break/lunch times, clubs Communication with parent/guardian Recorded by Deputy Head Pupil Welfare and Safeguarding and collated centrally	Form Tutor Deputy Head Pupil Welfare and Safeguarding / Senior Deputy Head Parents	Warn pupil of unacceptable behaviour Identify times of behaviour Remove pupil from trouble spots/triggers Introduce outside agencies where appropriate, ie counselling, anger management etc. Support from SENDCo Support from the school counsellor Target Card with Deputy Head Pupil Welfare and Safeguarding

Level 4	– Accumulation of level 3 behaviours – Deliberately hurting others – Verbal abuse/threats – Inappropriate use of technology – Theft	Interview with the Headmaster Removal of free time ie break/lunch times, clubs Communication with parent Exclusion (depending on severity and regularity of behaviour) Recorded by Deputy Head Pupil Welfare and Safeguarding and collated centrally	Headmaster Assistant Head/Deputy Head Parents Form Tutor	As per Level 3 Strategies: Warn pupil of unacceptable behaviour Identify times of behaviour Remove pupil from trouble spots/triggers Introduce outside agencies where appropriate ie counselling, anger management etc. Support from SENDCo Support from the school counsellor Target Card with Deputy Head Pupil Welfare and Safeguarding
Level 4a	– Bullying: Numerous, continuous and deliberate: Exclusion of others Verbal comments and insults - Racism - Physical contact - Insulting messages and comments using technology (cyber bullying)	Interview with the Headmaster Interviews to take place to triangulate and verify the truth The pupil will be warned officially to stop offending Pupil's parents to be informed If they do not stop bullying, they will be excluded for a minor fixed period (1 or 2 days) If they will not end such behaviour, the parents will be requested to remove the pupil from the School permanently Recorded by Assistant Head Pastoral and collated centrally	Headmaster Deputy Heads Parents Form Tutor	As per Level 2, 3 & 4 Strategies: Warn pupil of unacceptable behaviour Identify times of behaviour Remove pupil from trouble spots/triggers Introduce outside agencies where appropriate ie counselling, anger management etc. Support from SENDCo Support from the school counsellor
Level	– Theft	Interview with the Headmaster	Headmaster	As per Level 3, 4 & 4a Strategies:

	– Physical Assault – Bullying – Criminal Damage – Racism	Exclusion between 1-5 days depending on severity of offence Target Card on return to school If they will not end such behaviour, the parents will be requested to remove their child from the School permanently Recorded by Deputy Head Pupil Welfare and Safeguarding and collated centrally	Assistant Head/Deputy Head Parents Form Tutor	Warn child of unacceptable behaviour Identify times of behaviour Remove pupil from trouble spots/triggers Introduce outside agencies where appropriate ie counselling, anger management etc Support from SENDCo Support from the school counsellor

The use of sanctions, especially those of a more serious nature, from Level 4 of the Sanction System upwards, is taken very seriously and given the utmost consideration. For those behaviours and incidents in these higher categories, a detailed investigation will be carried out by a Senior Staff member, and full communication undertaken with the parents, before the sanction is imposed. Where investigatory interviews are held, notes will be taken, and the pupil involved given a chance to fully clarify their side of events, before any decisions are made.

Details of the nature of the sanction will only be shared with the parents of the pupil receiving a sanction. These will not be shared with any other parent, including those of the pupil who may have been affected by the behaviour.

Appropriate outside agencies may be contacted and advice sought from them, this could include the LADO (Local Area Designated Officer –Child Protection), Social Services, the Police Force and any other expert body which we are either obliged to inform or that we think may be beneficial to the pupil and the School.

We aim for transparency, fairness and consistency in our Sanction System and do not at any stage make decisions that will substantially affect our pupils' lives without very careful consideration.

Exclusions

The school uses the following forms of exclusion:

- *Internal 'Supervised' Exclusion* - This is when a pupil is removed from the classroom for a fixed amount of time (up to 3 days). This is discussed and implemented after a meeting with both the parents and pupil involved, and organised by the Deputy Head Pupil Welfare and Safeguarding. Pupils removed from the classroom are provided with a 'pack' of work and supervised by members of the Senior Management Team (SMT) in the Learning Support Department.

- *Fixed External Exclusion* – A Fixed External Exclusion is where a pupil is temporarily removed from school for a set period of time. Parents will receive a letter explaining the sanction and the process of returning to School from the Headmaster.

- *Permanent Exclusion* – This is when a pupil is expelled and can no longer attend the School. Parents will receive this in writing from the Headmaster. The local authority would also be notified.

*Parents wishing to 'appeal' any sanction or exclusion issued by the School should do so by using the steps outlined in the School's Complaints Procedure. This is only applicable for parents of the pupil who has received the sanction, not parents who deem the sanction to be too lenient. *

Malicious Allegations

Pupils that are found to have made malicious allegations against other pupils or staff will be treated as having committed a serious breach of this Positive Behaviour Policy. The School may therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion.

Physical Restraint

Like all schools, we reserve the right for our staff members (i.e., any teacher who works at the school or any other person whom the Headmaster has authorised to have control or charge of pupils) to use reasonable force to control or restrain a pupil in specific circumstances. Some staff throughout the school are 'Team Teach' trained.

The School's Positive Handling Policy provides full details.

Complaints

Should parents experience problems with The School's Positive Behaviour Policy or practice, they should speak to their pupil's Class Teacher in the first instance, who will, in most cases, be able to handle their query sensitively and efficiently. Where problems remain unresolved, the School's Complaints Procedure is available on the School Website, or via the School Office.

Appendix A - Positive Behaviour Policy

Parent Contract

We believe that home and school are a partnership, and nowhere is this more important than in connection with behaviour and discipline. Positive behaviour can be best achieved when the two parties work together. Consequently, all parents are required to agree to promote the aims of this policy and demonstrate appropriate behaviour at all times.

PUPIL'S NAME: _____

I have read the Positive Behaviour Policy of The Croft Preparatory School, and will support this in connection with my child.

Signed: (Parent/Guardian) _____ Dated: _____

I have read the Child Protection Policy on the School's website, and will support this in connection with my child.

Signed: (Parent/Guardian) _____ Dated: _____