




South Lee Prep School
Bury St Edmunds

Behaviour Policy September 2024

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1. Key references:

- (1) READY – SAFE – RESPECTFUL
- (2) Our School Pillars: NURTURE – ACHIEVEMENT – COMMUNITY – COMMUNICATION – ZEST – AUTHENTICITY

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) and schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour which takes place in real life or online is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

6. Roles and responsibilities

6.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head to account for its implementation.

6.2 The Head

The Head is responsible for reviewing and approving this behaviour policy.

The Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 The Deputy Head

The Deputy Head, is responsible for writing, reviewing and implementing the behaviour policy and, along with Head of Upper Prep, Lower Prep and the Welfare Team, provide support, guidance and planning on how to improve individual's behaviour. She is also responsible for investigating incidents and keeping appropriate records of incidents and sanctions logs.

6.4 Staff

Staff are responsible for:

- implementing the behaviour policy consistently, calmly and with care;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents through CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

In order to encourage positive behaviour staff should:

- (1) Meet and greet at the door.
- (2) Model positive behaviours and build relationships.

- (3) Plan lessons that engage, challenge and meet the needs of all learners.
- (4) Use a mechanism for positive recognition throughout the lesson: *verbal praise* (“*praise the behaviour you want to see*”)
- (5) Refer to ‘**Ready, Safe, Respectful**’ in conversations about behaviour.
- (6) Be calm and give pupils choice and time to modify their behaviour after a verbal warning.
- (7) Never ignore or walk past pupils who are behaving badly.

6.5 Parents

Parents are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child’s behaviour;
- discuss any behavioural concerns with the class teacher promptly.

7. Pupil code of conduct

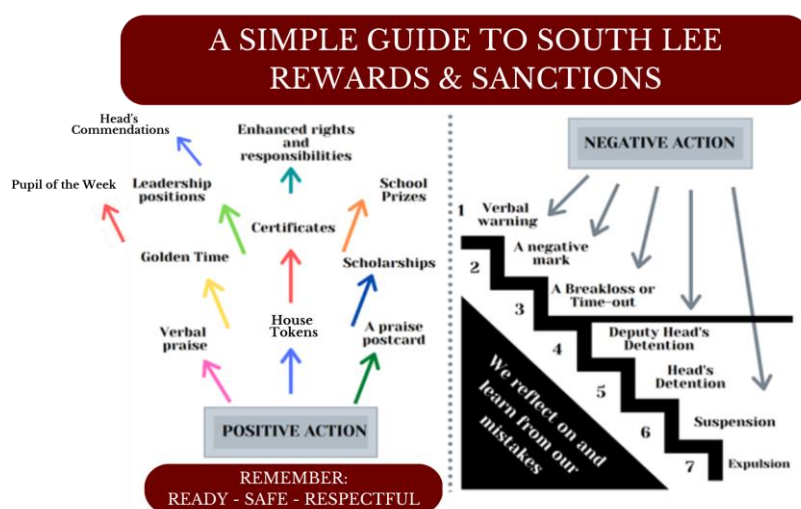
Pupils are expected to remember the key rules of:

READY – SAFE – RESPECTFUL

This means they should try to:

- be ready to learn or start an activity on time and with the correct equipment;
- behave in an orderly and self-controlled way that helps everyone feel safe and happy;
- show respect to members of staff, visitors and each other at all times;
- be considerate in class and make it possible for all pupils to learn;
- move calmly around the school;
- treat the buildings and everyone’s property with respect;
- wear the correct uniform at all times;
- accept sanctions when given;
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

8. Rewards and Sanctions



8.1 Rewards

Staff are encouraged to praise pupils for effort and achievement as part of every lesson. Positive behaviour strategies are encouraged and the following rewards can be used to support this:

1. Verbal Praise

Staff are particularly encouraged to praise the behaviour they want to see. This includes effort, persistence, bravery and other positive traits that pupils exhibit in particular those linking to our school values:

Nurture, Achievement, Community, Communication, Zest and Authenticity

2. Tokens

Tokens can be awarded for all areas of school life where pupils are making a positive contribution. Good behaviour, improved attitude or acts of consideration and helpfulness Staff may also award tokens for work that is very good or for work that shows considerable improvement and effort.

3. Praise Postcard (Pastoral) /Special merit

Praise postcards can be given by any member of the community for acts of kindness and thoughtfulness. Cards can be collected from the school office and are read out in section assemblies. Special Merits are given out for extra special work and an email is sent home to parents.

4. Golden Time

Normally earned by the younger children in the school. This can be given for excellent behaviour and effort over a sustained period.

5. Nomination for Pupil of The Week

Staff can nominate individual pupils to the Section Head for particular acts of kindness or community spirit.

6. Pre Prep Apple Awards

Staff can award these to children in the Pre Prep for pastoral or academic efforts. Certificates can be obtained from the Deputy Head.

7. Scholarships

At 11+ and 13+ pupils can be rewarded for excellence, attitude, contribution to the school community and effort by the award of a scholarship. The scholarship process is described in the scholarships and bursaries policy.

8. Leadership positions (Form Captains, Team Captains, School Council Representatives, Prefects etc)

There are a variety of leadership positions available. These are given as rewards to pupils felt to represent school values in their behaviour and who are consistently positive members of the community.

9. Head's Commendations (academic/pastoral)

When a pupil has produced work of an exceptional standard (absolutely or for that pupil) **and** reflects sustained effort. Representing the school in National sporting finals etc.

10. Enhanced rights and responsibilities

Pupils are regularly reminded of the importance of both their rights and their responsibilities. Particularly in areas such as boarding, children who earn trust through excellent behaviour will be given additional freedoms and increased rights and responsibilities as appropriate.

8.2 Sanctions

The school uses a stepped approach to sanctions and at each stage aims to help the pupil to improve their behaviour and learn from their mistakes through restorative practice and reflection.

No	Sanction	Recording	Restoration
1	Verbal Reprimand	With teacher	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour

2	Negative	On Sharepoint	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour
3	Break Loss*	On sharepoint by awarding teacher	Pupil completes a reflection sheet while losing their break time.
4	Deputy Head Detention <i>(Hour long detention with Deputy Head)</i>	On ENGAGE and CPOMS by Deputy Head letter home to parents. Recorded on sanctions log.	Reflection** takes place during the detention with Deputy Head
5	Head's Detention <i>(Full afternoon Detention)</i>	On ENGAGE and CPOMS by Deputy Head, & letter home to parents & meeting. Recorded on sanctions log.	Reflection** takes place during the detention with Head as part of the afternoon.
6	Suspension	On engage and CPOMS by Deputy Head & letter home to parents & meeting. Recorded on sanctions log.	Reflection** questions are sent home with pupil. Pupil will discuss answers to evidence that they understand the consequences and impact.
7	Exclusion	In Pupil Files in School Office	Reflection** will take place if felt appropriate as part of the process in discussion with parents.

* Break Loss Sheet – see Appendix One

**Reflection Sheets are adapted depending on the incident / behaviour. See Appendix Two for example

NB All staff may award sanctions 1-3 and are responsible for recording these on ENGAGE. Sanctions 4 and above are given by the Deputy Head, Head of Upper Prep or Head of Lower Prep . Sanctions level 4 and above are always discussed and agreed with the Deputy Head and Head.

Pupils with more than 3 negatives will receive a breakloss automatically (unless there are particular extenuating circumstances) in order to give them time to reflect on their behaviour and how they can improve (a copy of the reflections sheets completed in break loss will be sent to tutors).

Negative marks will also be discussed in our whole school meeting on a Monday morning.

Examples of misdemeanours:

(1) Verbal warning

A clear verbal warning delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils should be reminded of their good previous good conduct to prove that they can make good choices.

Examples:

- Talking in lessons
- Swinging on chair
- Wrong uniform / messiness
- Poor effort
- Low level inappropriate behaviour

(2) Negative Mark

- Repetition of any of the above
- Rudeness to a member of staff
- Unkindness to another child
- Inappropriate behaviour

(3) Break Loss / Time Out

- Repetition of any of the above
- Three negatives in a week for similar misdemeanours
- Bullying** / Repeated unkindness
- Lying / Deceit
- Disrespect
- Damage of property
- Silly online behaviour

(4) Deputy Head's Detention

- Repetition of Bullying**
- Stealing
- Violent or aggressive behaviour
- Bullying or inappropriate online behaviour

****Definition of Bullying:** behaviour that is repeated, intended to hurt someone either physically or emotionally; often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

Nursery and Reception Sanctions

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both for their own environment and for those around them. We follow the Golden Rules:

Our Golden Rules

- Everyone is special.
- Listen to everyone.
- Be kind and helpful to one another.
- Think about how you are making other people feel.

Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour must take account of the age and stage of development of the child, be relevant to the action or actions and be fair.

The nursery staff will ensure that the parents/carers are fully informed about and support the actions being taken to support a child whose behaviour is unacceptable. Corporal punishment (slapping, smacking, or shaking) will never be acceptable practices and will not be used or threatened. However, it may be necessary to use restraining action in an emergency to prevent personal injury or serious damage to property. Should any such physical intervention be used staff will log the details and inform parents. This log is available on the school sharepoint. Parents/carers should feel free to discuss any concerns they may have with the nursery leaders. All matters will be treated in the strictest confidence.

1. South Lee Nursery believes in promoting positive behaviour.
2. We aim to encourage self-discipline, consideration for each other, our surroundings and property.
3. By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them.
4. Nursery rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult or by verbal attack, may be removed from the group. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.
5. The way in which a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he/she has done. It may be that the child will not be allowed to make his/her own choice of activities for a limited period of time. The child may be spoken to by the Nursery Manager, Mrs Williams.

6 The child may also be asked to see if the child/person who was 'hurt' is all right and to demonstrate that they are sorry.

7 In extreme cases the child will be removed from the room until he/she has calmed down and had time to reflect on his/her behaviour.

8 Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and nursery. In some cases, we may request additional advice and support from other professionals such as an educational psychologist or child guidance counsellor.

9 Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively.

10 Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

11 Children will be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

12 Staff will behave in a friendly and positive manner, thus providing a good role model. They will always praise and encourage good behaviour

Fundamental British Values

Fundamental British Values are important values that as British citizens we all live by.

These are:

Democracy Rule of Law Mutual Respect Tolerance Individual Liberty

We learn about these in Nursery and have many opportunities to show our understanding of these values.

8.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Senior Leadership Team will also consider the pastoral needs of staff accused of misconduct.

9. Reporting of and Responding to rewards and sanctions

Tutors encouraged to share positives with their tutees in tutor time so they can keep track of how well they are doing and offer praise and encouragement.

Response to sanctions include some of the following strategies as appropriate:

- informal reflection with tutor / Head of Upper Prep/Lower Prep / Deputy Head
- raised in welfare team and additional monitoring put in place;
- behaviour plans / pupil support plans created;
- behaviour contract;
- social stories;
- anger management support programmes
- additional support with management of work via the Learning Support Department
- pupil put report card (different report cards for different needs)
- contact home to parents
- referral to outside agency (eg Suffolk Well Being Hub)
- agreeing a behaviour contract

10. Behaviour Management

At South Lee Prep School, we expect pupils to engage in their learning in a positive fashion and contribute to the school community. Our school values (Nurture, Achievement, Community, Communication, Zest, Authenticity) set the tone for behaviour as well as the phrase '*Ready – Safe – Respectful*' which we use as a quick and handy reminder for pupils.

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged;
- display the pupil code of conduct and other positive behavioural reminders, such as the school values;
- develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

10.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder;
- hurting themselves or others;
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents.

10.3 Confiscation

Any prohibited items (listed in section 4 above) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.4 Additional Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Poor behaviour can often be symptomatic of poor self-esteem, mental health issues, unhelpful coping strategies and poor relationships at home or at school. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCO and Deputy Head will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The SENCO sits on the welfare team who meet weekly to discuss the needs of pupils who may be struggling.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. If adequate support can not be provided within the structure of the school, transitional measures will be investigated with the parents, always in the best interests of the child.

10.5 Dealing with Serious or Complicated Incidents

For serious or complicated incidents that need to be investigated in detail, the Deputy Head, will lead the investigation and maintain a timeline of actions and decisions. See Appendix Three. If necessary, the safeguarding governor will be informed.

Where there is a 'victim' and 'perpetrator', the school recognises the need to inform the victim and their parents of actions taken and any sanctions given.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have move-up morning with their new teacher(s). In addition, staff members hold transition meetings

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behavioural issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

12.1 Induction

Our staff are provided with training on managing behaviour, the rewards and sanctions system and how to get support as part of their induction process. Staff also have a mentor who can reiterate and support with behaviour management routine and procedures.

12.2 Ongoing

Behaviour management will also form part of continuing professional development, with sessions and reminders regularly offered in INSET training.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Deputy Head and the governing body on an annual basis. At each review, the policy will be approved by the Head.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding & Child Protection policy
- Anti-bullying policy
- Scholarships & Bursaries policy

Appendix One: Breakloss Sheet

REFLECTION

NAME: _____ Tutor: _____ Date: _____

***We all make mistakes.** It is important that we admit our mistakes and try to **learn** from them. Below, we are asking some questions to help you reflect on what went wrong and how we can improve in the future. Answer these questions neatly, thoughtfully and sensibly.*

1. What happened? Why?

2. Who was involved? What did they do?

3. Who else has been impacted by this behaviour? Why? (Parents? Teachers? Other pupils?) How did they feel?

4. Why do you think you behaved in this way on this occasion?

5. What could you do differently if the same situation happened again in the future?

6. Do you need any help to get this right next time? Can we help? Can you help yourself? How?

7. Why is it important for you to improve your behaviour?

8. What do you think would happen if you did the same thing again?

9. What have you done / could you do to try to make amends? (to make amends means to try to make things better or make up for something)

10. Is there anything else you would like to tell us?

Appendix Two: Example Reflections Sheet for Detentions

Reflection Sheet: online incident

Name:

Class:

Please take some time to go through these questions. Read and answer them carefully. The process of thinking about your answers and reflecting on your actions is really key to moving forward now. This will be a confidential document and will only be seen by your tutor and members of the senior leadership team as necessary.

Part one – reflection, impact and consequences

1. Tell us about the incident – what did you do and why.
2. Who has this had an impact on? How do you think they feel? (friends, family, staff...)
3. How are you feeling now about what has happened?
4. What can you do to make amends?
5. How can we help?
6. What will you do differently in the future?
7. How can you reassure us that you won't do something like this again?
8. What do you think the consequences would be if you did a similar thing again in the future?

Part Two – online safety

1. Tell us what you know about how to behave appropriately online. Bullet points are fine.
2. What would you say to other children of your age about doing the right thing online? How would you help them avoid making a similar mistake?
3. Tell us what you have learned from this incident?
4. How will you behave online in the future?

Part Three – inappropriate language

1. Do you understand what the words you used actually mean?
2. Do you understand why they might be hurtful to others?
3. What do you think the impact on the person receiving a message with explicit or unkind language could be?

Part Four – support

1. How can we (both family and teachers) support you to move forward in a positive fashion?
2. How are you feeling at the moment? What can we do to help?
3. Do you know where you can go to ask for help? Give us examples.
4. Is there anything else you would like to tell us at this stage?

Please read through your answers carefully. Check that you have said everything you want to. We will talk through this once you have completed it.

Appendix Three: Behavioural Incident Timeline Template

PASTORAL INCIDENT: ONGOING TIMELINE				OUTCOMES	
Staff		Date Started			
Key pupils involved		Tutor (s)			
Any other pupils		Tutor (s)			
Year Group				SANCTION GIVEN	
CHECKLIST				Expulsion	
Tutor informed?		Added to My Concern? Added Tutor?		Suspension	
Head informed?		Added to Bullying Log?		Head's Detention	
Head of Section informed?		Added to Physical Intervention Log?		DH Detention	
Parents informed?		Added to Online Safety log?		Breakloss	
Safeguarding Governor informed?		Added to Sanctions log?		Negative	
Outside agency informed? (MASH)		Referral Made?		None	

ONGOING TIMELINE		
TIME & DATE	WHAT HAPPENED	DETAILS

Appendix Four : School Rules Document

Remember: READY SAFE RESPECTFUL

Appearance

Pupils must appear smartly dressed at all times.

Longer hair (below the chin) must be tied back from the face.

Excessive use of hair gel is not allowed in school nor is any use of make-up.

Behaviour

Positive behaviour is expected at all times. Children are encouraged to think about being 'Ready, Safe and Respectful'

Positive behaviour will be rewarded with positive marks and negative behaviour will lead to sanctions.

Breaktimes

BREAK TIME REMINDERS



**READY. SAFE.
RESPECTFUL.**



No physical contact.

Be kind to everyone.

Be inclusive!

Be creative!

Have fun!



Rest or run about – recharge your brain.

Return any equipment you use.

**Always try to think about how your
behaviour impacts others.**



**Any problems, speak
to the teacher on duty
for help!**

End of the School Day

After school, pupils should be collected from the various pick up points around the school. Pupils should not leave the school site unless accompanied by an adult or with permission from a teacher. If parents / guardians are late to collect, pupils should stay in the prep room where they will be contacted when their parents arrive. If in doubt about arrangements, parents and pupils should check with Reception.

Fundamental British Values

Fundamental British Values are important values that as British citizens we all live by.

These are:

Democracy Rule of Law Mutual Respect Tolerance Individual Liberty

We learn about these at school and have many opportunities to show our understanding of these values at school.

Inappropriate Items

Pupils should use their common sense as to what and what isn't appropriate to bring into school. If they are unsure, they should ask their Form Tutor.

For further clarity, the following should not come into school:

Items	Example
Items that are dangerous	knives, guns, fireworks, catapults etc
Items that are inappropriate for children of this age	pornographic material, cigarettes, alcohol
Items that are illegal	drugs, weapons
Food or Drink (apart from water)	Items such as sweets, energy drinks, allergens should not come into school. The only exception is that on a child's birthday, they may bring in a small amount of sweets to share with their friends (nut-free). For example, haribo. This is done through the form tutor.
Devices that are not being used for educational purposes	Year 7 & 8 may bring in laptops for their learning.

Jewellery

Pupils may have their ears pierced, but must remove earrings for all sporting activities and should take responsibility for these items themselves. Only gold or silver stud earrings are permitted.

For both safety and organisational reasons, no other jewellery is allowed in school.

Language

It is expected that pupils speak with respect to everyone they meet.

Abusive, racist, sexualised, homophobic, unkind language will not be tolerated.

Pupils are encouraged to use language to express themselves and are given life skills to share differing points of view during PSHE and other lessons.

We believe the pupils should be able to have different opinions without resorting to inappropriate or unkind language.

Out of Bounds

The following areas are out of bounds without an accompanying adult or specific permission from a teacher:

- areas out of the school grounds;
- the kitchen area;
- classrooms during breaks (without specific permission from a member of staff);
- the music practice rooms unless you have music lessons or permission to practise;

Additionally, pupils will be told what areas they are allowed to play in at break / lunch times and they must remain in these designated areas where they can be supervised. This can change as the weather changes. Tutors will update pupils or where they can and can't go and pupils should always ask if they are unsure.

School Bags, Kit Bags, Music Instruments

School Bags should be kept in a safe place. Pupils should consider others and make sure they aren't kept somewhere that could be a tripping hazard. Musical instruments should be kept in the music department. All bags and belongings should be named. Children should RESPECT the property of others and not touch or use anyone else's property without prior permission.

School Values

South Lee Prep School and Nursery has six school values that we hope the whole school community will value and work towards.

The school values are:

NURTURE – ACHIEVEMENT – COMMUNITY – COMMUNICATION – ZEST- AUTHENTICITY

Pupils will learn about these values over their time at the school and we encourage pupils to show these values in their behaviour.

Three Key Rules

Our Three Key Rules are **READY – SAFE – RESPECTFUL**. We ask all members of the community to be ready to learn / play / listen; to keep themselves and others safe at all times and show respect to their teachers, all staff and other pupils. Keeping these three rules in mind will help the pupils navigate school life.

Uniform

Pupils should always be smartly dressed.

Shirts should be tucked in.

Shoes should be proper black school shoes and not black trainers or hybrid shoes.

The school waterproof coat should be hung up on your peg during the day and it should be worn in cold weather to and from school.

Games clothes should be kept in your games bags, which should be hung up on your peg in the changing rooms (Years 4-8) or in classrooms for Years 3.

Valuables

Pupils should be discouraged from bringing anything of great value into school

Remember to be sensible about what you bring into school – all items should be clearly named and it is your responsibility to look after them.

Our guiding principle with school rules is we follow three simple rules. READY-SAFE-RESPECTFUL. This keeps it clear and simple for pupils and staff and encourages children to think about their behaviour and its impact on others. This document is a non-exhaustive list to support the guiding principle.