

9a BEHAVIOUR MANAGEMENT POLICY

Our mission is to develop happy, confident and successful children who are well prepared for their future.

1. Policy Fundamentals

- i) Westbrook Hay Prep School is an inclusive community and everyone has the right to feel secure and to be treated with respect. We welcome pupils from a wide range of backgrounds with a wide range of needs and abilities.
- ii) At Westbrook Hay we see education as a partnership, where governors, staff, parents and pupils work constructively together to promote the values of the school as enshrined in our mission statement.
- iii) Our staff are committed to excellence; aiming to achieve a spirit of trust, respect and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
- iv) We believe that good relations, good manners and a secure learning environment play a crucial part in the development of happy, confident and successful pupils, who are motivated to become life-long learners.
- v) Westbrook Hay takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils to be ready to learn and to participate in school activities. The advice contained within the document 'Behaviour and Discipline in Schools' (January 2016) has also been consulted in the creation of this policy.
- vi) Behaviour that detracts from the children being happy, confident and successful, including bullying will not be tolerated.
- vii) Westbrook Hay confirms that no form of corporal punishment is used at our school.

2. The aims of this policy are to ensure that we have a culture in our community where children can be:

- I. Happy
- II. Confident and
- III. Successful

We aim to ensure that:

- our children adopt the highest standards of behaviour, principles and moral standards and respect the ethos of the school;
- all pupils feel safe and secure;
- we promote the emotional well-being of all of our pupils;
- we have a culture where learning is not disrupted by poor behaviour;
- trust, kindness and mutual respect for everyone is at the heart of our teaching;
- we develop qualities of team-work and leadership;
- we develop in each child independence, commitment, enthusiasm and resilience;
- every child is encouraged to participate fully in life and to learn about themselves and their place in the world;
- we raise the aspirations of all our pupils and to help them to appreciate that there are no barriers to their potential achievements, either inside or outside the classroom;
- our children should not be expected to tolerate poor behaviour or bullying of any sort.

3. Our strategy to achieve those aims:

We achieve these aims by:

- operating a rewards and sanctions system that is clearly understood by pupils, staff and parents;
- adults in the school acting as role-models for the types of behaviour we expect in the children;
- teaching children about behaviour and values that underpin our expectations through the curriculum, including SCARF (Safety, Caring, Attainment, Resilience & Friendship) lessons, Wellbeing Assemblies and through a comprehensive programme of extra-curricular activities;
- recording pupils' behaviour that does not meet our expectations and tracking it for patterns requiring intervention;
- working in partnership with parents and other agencies to support children who fail to meet our expectations;
- having a pastoral leadership team that focuses on the personal development of the pupils in the school;
- consulting pupil voice;
- nurturing a trusting relationship between pupils and teachers so that pupils feel that they can discuss poor behaviour;
- supervising pupils closely but allowing them to build trust by giving them responsibility for their own supervision at an appropriate age (see Pupil Supervision policy).

4. The Responsibilities of our Staff

The staff are responsible for ensuring that children leave Westbrook Hay as happy, confident and successful children, who are well prepared for their future life.

We understand the critical role adults have in modelling behaviour. By creating a positive environment, where adults consistently manage and encourage positive behaviour, this promotes our children's own welfare and development.

Teachers should celebrate pupils' successes so that children understand that good things happen when their behaviour is positive. We promote and reward good behaviour and self-discipline through praise and encouragement and by fostering a spirit of mutual respect. Children are rewarded with a range of awards and certificates, details of which can be found further on in this policy.

Teachers should deal with behaviour that does not meet our expectation in a sensitive and tactful way. They should inform and involve parents if there is an incident or a developing concern about a child's behaviour. It is vital that all members of staff are consistent in insisting on and enforcing the school rules and giving rewards. Our intention is to help pupils understand what is expected of them and why sanctions may be imposed for inconsiderate and unacceptable behaviour.

When applying sanctions, especially those with serious consequences, teachers should undertake to make reasonable adjustments to avoid placing children with SEN or a disability at

a disadvantage to children who do not have SEN or a disability. Sanctions should always be age appropriate.

The school's teaching staff should offer every child a high level of individual attention, together with consistent and helpful advice.

Teachers have a right to expect pupils to be ready to learn.

The Headmaster oversees the discipline at Westbrook Hay Prep School in consultation with the PLT (Pastoral Leadership Team) and specifically the Heads of Lower, Middle and Upper School. He should ensure that reasonable adjustments are being made for a pupil with SEN or a disability.

Teachers must adhere to all other relevant policies such as our Physical Intervention Policy.

5. The Responsibilities of Parents and Guardians

Parents and Guardians undertake, when signing the Parents' Contract to support the authority of the Head in enforcing the School Rules and Expectations in a fair manner that is designed to safeguard the welfare of the community as a whole.

We expect parents to support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work and extra-curricular activities.

6. The Responsibilities of Pupils

Pupils are encouraged to take responsibility for their own behaviour at an age appropriate level.

They should attend school and lessons punctually and with the right equipment, and follow the school's attendance policy.

Our experience shows that the ethos of, and respect for, the school is enhanced by encouraging pupil voice. We do this through:

- surveying pupils in Years 3 to 8;
- conducting pupil focus groups;
- encouraging discussion in form time, SCARF lessons and assemblies;
- drama activities;
- stories and literature;
- the School Council, which meets several times each term.

7. The School Rules and Expectations

The School Rules and Expectations are set out in Appendix 1 of this policy and are displayed in each class/form room and on various noticeboards around the school. Our School Rules and Expectations are reiterated regularly, at least at the beginning of each term by the class/form teacher.

Although certain areas of the school; for example, the Science Lab and the Design & Technology Workshop have specific rules which must be followed for the children's safety and wellbeing, it is not possible to set out every rule which must be obeyed and they are subject to change from time to time. Consequently, pupils are encouraged to use common sense at all times and behave in a way which reflects our mission for all pupils to be happy, confident and successful people.

It should be understood and accepted by the pupils and their parents that good behaviour is expected, whether on school premises or away from school; for example, on a school outing, sporting fixture or residential trip. Pupils must also be aware of the School's Anti-Bullying policy (which includes the prevention of cyber bullying).

In Lower School the children are introduced to, and expected to adhere to, the 'Golden Rules' – these are detailed in the appendix of this policy.

8. Rewards

We encourage good pupil/teacher relationship and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment, in which each individual feels safe, valued and proud to be part of our school community.

Our system for rewards includes:

In Lower School:

- Stickers;
- House points;
- Certificates;
- Lower School Award;
- Annual Prize giving awards.

Rewards are awarded for hard work and effort and spontaneous acts of kindness and helpfulness, and any other action that goes above and beyond normal expectations. Parents are also invited to complete a star to tell us about their child's efforts and kindness at home.

In Middle & Upper School:

- Star of the week (Years 3 & 4);
- House Tokens;
- Excellence Certificates;
- Sporting Certificates;
- Good Citizen Awards;
- Golden Assemblies;
- End of Term Prize Giving awards;
- Annual Speech Day Prize Giving awards.

Rewards may be awarded for effort, endeavour, achievement, conduct, kindness, helpfulness, courtesy, any action that goes above and beyond and, in the case of prefects, their reliable and responsible administration of duties.

House points are awarded across the school and contribute to the fortnightly, termly and annual House Cup award.

9. Sanctions and Consequences

Inevitably there will be occasions when children need to understand that poor choices leading to poor behaviour have consequences.

Our intention is to help pupils understand what is expected of them and why sanctions may be imposed for inconsiderate and unacceptable behaviour.

Our sanctions increase in severity depending on the seriousness of the behaviour or the repetition of behaviour that falls below our expectation.

As stated in point vii) of the Policy Fundamentals on page 1, we do not use any form of corporal punishment at Westbrook Hay School.

Use of Sanctions

Sanctions are used for dealing with behaviour that falls below our expectation. Of this, there are varying levels – here identified as low, mid and high level.

Sanctions for Low Level Behaviour

Low level behaviour is behaviour such as; distracting others from their learning, being impolite or being unkind, littering, lateness, missing equipment.

Sanctions for Low Level Behaviour in Lower School

In Lower School we use a 'choice and consequences' approach.

Where a child's behaviour is beneath our expectation they will be reminded about the expected behaviour or action and given the choice of behaving/acting in the correct manner, or accepting the given consequence e.g. At a water play activity - 'You can choose to stop splashing the other children or you will need to find another activity', During a teaching session on the carpet - 'You can choose to stop calling out or you will need to take yourself to sit on a chair'. If the child does not stop the unwanted behaviour the member of staff will explain to the child that by not stopping the unwanted behaviour, they have chosen the consequence.

Consequences may include:

- Being asked to find an alternative activity to engage in. For younger children, they will be supported in choosing an activity;
- Being removed to sit away from the teaching group, within the classroom;
- Being moved to complete their work in another supervised classroom;
- Being removed from the classroom and working alongside a teacher or Early Years Assistant;
- Immediate supervised time out, which will be appropriate to the age of the child;
- Loss of some Golden Time or break. The amount of loss will be dependent on the age of the child and the nature and severity of the incident;
- Speaking to the Head or Deputy of Lower School which may result in a consequence listed above or, a pupil may, for example, be asked to write a letter of apology;
- Reflecting on their behaviour with the Head of Pastoral Care.

Sanctions for Low Level Behaviour in Middle & Upper School

Examples of sanctions include:

1. Verbal warning with explanation;
2. Repeat verbal warning with explanation of future consequence;
3. Detention, during break-time, Games or activities.

In the event of a minor conflict between pupils, those concerned will be spoken to, poor choices discussed and reminders of how to behave imparted, followed by a verbal apology as appropriate.

A verbal warning, repeated over time (points 1 and 2 above) should result in a detention, which itself should result in parental contact.

At 'low level' 3 (above) the teacher administering the sanction should record all behaviours using the school's daybook system. The daybook entry should be copied to the form tutor, the Head of Upper/Middle/Lower School, the Head of Pastoral Care and the SENCO.

Sanctions for Mid-Level Behaviour

Mid-level behaviour is behaviour such as; rough play leading to someone getting hurt or damage to their property, lying, teasing or provoking, anti-social behaviour, persistent low-level behaviour.

The following sanctions may be used:

- Detention during break-time, Games or activities;
- Written letter of apology and a consequence appropriate to the misdemeanour; for example, if they have deliberately left a mess in the dining room they will clear the mess;
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- Withdrawal from a school trip or team event;
- Being placed on report. This involves being given a report which the pupil presents to teachers at the start of lessons in order that the pupil's behaviour, punctuality, organization, effort etc may be monitored. If a Form Tutor deems it appropriate, a Form may be placed on report for the same purposes.

The teacher administering the sanction should record all mid-level behaviours using the school's daybook system. The 'daybook' should be copied to the Form Tutor, the Head of Upper/Middle/Lower School, the Head of Pastoral Care and the SENCO.

The Form Tutor should contact parents to let them know if a mid-level sanction has been administered.

For mid-level behaviour, especially if repeated, the Form Tutor should consider:

- Parents being called in for a meeting with the form tutor and actions may be put in place to support the child. This meeting may involve the Head of Upper/Middle or Lower School and/or the Head of Pastoral Care and the SENCO.

- In Middle School and Upper School these support actions may include the following:
 - A stress ball or equivalent;
 - A quiet, supervised area for time out;
 - Warning cards – yellow = warning; red = unacceptable behaviour. A red card will mean a child being removed from the class to be taken to work with the Head of Middle School, Upper School, Head of Pastoral Care;
 - Arriving at school 10-15 minutes early to settle down and into a supervised routine before other children arrive;
 - Allowing supervised movement breaks within the lesson;
 - Support from a Teaching Assistant (limited time only).

The SENCO will be consulted at this level.

If none of the above has improved the behaviour of a child then we will undertake a RAMP (Risk Assessment and Management Plan). This will be drawn up by the Form Teacher, the Head of the appropriate area of the School and the SENCO.

As a result of this:

- The Head of Pastoral Care will be informed;
- Parents will be informed and shown the RAMP by the SENCO to review the emotional wellbeing of the child, possibly suggesting clinical psychologist or paediatric referral, via the child's GP. Parents will be asked to support this in order to stop or reduce the number of incidents, and to try to improve their child's behaviour with immediate effect;
- As a result of the RAMP, a Behaviour Plan (reviewed regularly) will be set up so the staff, pupil and parents are aware of the actions and their frequency, and consequences of these actions.

There will inevitably be consequences for a child's action(s), for example, they must complete missed work in their own time. The child will have the events and the resulting consequences of their actions explained to them, so that they understand what they have done wrong.

Parents will be kept informed by email, phone-call or meeting of on-going events and consequences.

Sanctions for High-Level Behaviour

More serious sanctions may be used for incidents of more serious behaviour that falls beneath our expectation; for example, physical assault, stealing, smoking, drinking and drug-taking on school premises, vandalism, repeated lying, continual bullying, seeking retribution having been reported etc or where mid-level behaviour has continued, despite previous disciplinary sanctions and/or warnings.

The administration of any high-level sanction, of any type of exclusion, will result in a standard letter being sent by the Headmaster to parents, explaining the seriousness of the incident(s) and an explanation of the school's Exclusion Policy.

High Level Behaviours will result in an exclusion.

Types of Exclusion:

Internal Exclusion: A pupil will be 'removed' from the normal activities of their class and will be educated on their own within the school for a fixed period of time (normally a morning or afternoon or 'for the rest of the day'). Depending on the age and needs of the child at the time, they will be supervised directly (a member of staff allocated specifically to the child on a 1:1 basis) or remotely (within eye sight of a member of staff). Internal exclusion is not the same thing as a child being taken from a room for a brief, supervised period of time before being asked to return.

External Exclusion: A pupil will be 'removed' from the normal activities of his/her class and parent will be required to collect and take their child home. The school may agree to work being sent home but this is not a requirement. External exclusion will usually be for a fixed term, dictated by the school, and will be for between one and five full days.

Permanent Exclusion: A pupil will be removed from the school roll permanently. A child may be permanently excluded without previously being internally or externally excluded but it is preferable to apply internal and external exclusion beforehand, to act as a warning.

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion is as follows:

- Physical assault against pupils or adults (including biting in the Early Years);
- Verbal abuse/threatening behaviour against pupils or adults;
- Repeated or persistent threatening/intimidating behaviour;
- Bullying – defined in our Anti-Bullying policy as: *"behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either emotionally or physically"*.
- Abuse on grounds of race, religion/faith, disability, Special Education Needs etc;
- Sexual misconduct;
- Drug and alcohol misuse;
- Damage to property;
- Malicious accusations, whether against other pupils, staff or other individuals;
- Theft;
- Persistent disruptive behaviour;
- Unreasonable or otherwise inappropriate parental behaviour;
- Any criminal behaviour;
- Behaviour where a pupil or their parent brings the school into disrepute.

Recording of Sanctions

Incidents of inappropriate behaviour will be entered into the child's Day Book on our SchoolBase system and monitored by Form Teachers, Heads of School sections, the Head of Pastoral Care and the SENCO/DSL.

Incidents are recorded using an AABC system where;

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|---|---|----------------------|
| A | - | area of activity |
| A | - | antecedent behaviour |
| B | - | behaviour identified |
| C | - | consequence |

Where incidents are serious in nature, parents will be contacted immediately. Where there is persistent low-level poor behaviour, parents will be invited in for a meeting to discuss strategies to improve behaviour.

Westbrook Hay has a log of serious sanctions (exclusions) and a separate log in which are recorded incidents of conflict and/or bullying.

The entries in these logs include:

- the pupil's name and year group,
- the nature and date of the offence,
- the sanction imposed and by whom,
- a record of emailed or verbal communication with parents/guardians which will be recorded on SCPs (Summary of Significant Conversation with Parent Forms);
- a record of any CIFs (Conflict Investigation Forms) that have been completed and by whom.

The administration of any high-level sanction – any type of exclusion, will result in a standard letter being sent by the Headmaster, to parents explaining the seriousness of the incident(s) and an explanation of the school's Exclusion Policy.

References:

This policy should be read in conjunction with the following Westbrook Hay Prep School policies:

- Child Protection
- Code of Conduct
- Anti-Bullying
- Restrictive Physical Intervention (Restraint)
- E-Safety (including mobile technology)
- Disciplinary Exclusion
- Pupil Supervision (referred to on page 2 in paragraph 3)

The advice contained within the documents 'KCSIE (September 2019)' and 'Behaviour and Discipline in Schools' (January 2016) have been consulted in the creation of this policy.

Other documents used include:

'ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements', September 2018 (www.isi.net)

'Statutory Framework for the Early Years Foundation Stage', DfE April 2017

'Excluding Pupils – A Practical Guide for Independent Schools' by Farrer & Co (an ISBA briefing document)

'Ensuring Good Behaviour in Schools' – DfE, March 2012

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-chools>

'Use of Reasonable Force' - DfE, March 2012

<http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20staff%20and%20governing%20bodies.pdf>

'Restraint' – ATL Guidance (www.atl.org.uk)

'ISBA Model Policy' dated April 2012

'Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', DfE February 2014

'Mental Health and Behaviour in Schools' DfE, November 2018

Appendix 1 – SCHOOL RULES & EXPECTATIONS

Westbrook Hay Prep School endeavours to maintain an ordered, structured environment in which all pupils can achieve its promoted aims of happiness, confidence and success.

Our children are expected to be:

Respectful of others and their property, and treat each other as they would wish to be treated;

Examples of honesty and good behaviour, and of kindness towards others;

Safety-conscious, take care of themselves and others, and never bring anything that could cause harm into school;

Punctual, and don't waste time or misbehave between lessons;

Environmentally aware, and care for the school buildings and grounds;

Credits to the school when away on trips, visits or matches;

Tidy and presentable, and wear the correct school uniform;

Followers of the rules of the school;

Understanding of the needs of others;

Learners, and do all they can to help others to learn.

In Lower School we introduce children to the above with our Golden Rules:

I am gentle and kind;

I look after my equipment and the school;

I listen and follow instructions;

I work hard and allow others to work hard;

I walk around the school;

I am honest.

Reviewed by Governing Body February 2020

Next Review by Governing Body due February 2021