

9a PROMOTING POSITIVE BEHAVIOUR POLICY

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

ISSR no.	9a
Policy Owner	Deputy Head Pastoral
Reviewed by Deputy Head Pastoral	08.09.26
Reviewed by Headteacher	10.09.26
Renewal date (by)	30.09.27



This policy is produced in accordance with the Independent School Standards Regulations (2014), and the statutory framework for the Early Years provision, with regard to non-statutory advice Behaviour in Schools (2024); the Equality Act (2010) and Keeping Children Safe in Education (KCSIE). The policy is to be read in conjunction with the following school and group policies:

- Anti-Bullying Policy
- Educational Visits Policy
- IT Acceptable Use Policy
- Expulsion, Removal and Review Policy
- Safeguarding and Promoting the Welfare of Pupils Policy
- Restraint Policy
- Search Policy

RATIONALE

Westbrook Hay School is an inclusive community, everyone has the right to feel secure and to be treated with respect. The happiness, confidence and success of the pupils is given the highest priority. This policy sets out the expectations for behaviour at Westbrook Hay School including when pupils are being transported to and from school, on trips and to away matches etc. This policy applies to the whole school including Early Years Foundation Stage (EYFS).

AIMS OF THE POLICY

Our aim is that through the implementation of this policy the school community should be able to recognise and understand what behaviour is expected and why. Rewarding positive conduct and work should always be the first priority of the school and unacceptable behaviour should not be allowed to impact on the learning and wellbeing of others.

ROLES & RESPONSIBILITIES

It is the responsibility of all members of the Westbrook Hay Community, whether pupils, parents or staff, to treat everybody with courtesy and respect.

Staff Responsibilities:

- All school staff must take responsibility for supporting the School's Promoting Positive Behaviour Policy.
- Staff should model positive behaviour and create an environment where positive behaviour is consistently encouraged;
- Staff should ensure that all pupils clearly understand the rewards and sanctions system and what is meant by good behaviour, underpinned by our



School Values (Page 6) of: courage, independence, integrity, reflective learning, responsibility and togetherness;

- Staff must avoid 'blanket' punishments and be consistent in rewards and sanctions, ensuring that these are recorded and communicated appropriately with pupils, parents and staff;
- Staff should support the school's expectations of behaviour through the curriculum, particularly during SCARF (Safety, Caring, Attainment, Resilience and Friendship) Lessons, Form Periods, Section Assemblies and Whole School Assemblies;
- Staff should work closely with the Form Tutors/HsMs and Heads of Section, always looking to consider what lies behind any behaviour, so that the reasons or causes can be fully understood and supported;
- Pre-Prep Staff should record Stage 2-4 behaviour, as per the Pre-Prep Intervention Ladder, on iSAMS. Any Stage 0-1 behaviour that staff wish to record on iSAMS should be discussed with Pre-Prep Pastoral Lead and recorded, if appropriate;
- Prep and Seniors Staff should record merits and demerits on iSAMS. Any inappropriate behaviour that does not warrant a demerit can be initially discussed with the Form Tutor and/or Head of Section;
- Any behavioural, pastoral or safeguarding concerns should be recorded on RecordMy. These will be received and acted on appropriately by the Designated Safeguarding Lead (DSL). At times it will be necessary to record an incident on iSAMS and on RecordMy;
- Records on iSAMS and on RecordMy should include a brief and factual explanation of the incident, with the Deputy Head (Pastoral), Head of Section and Form Tutor copied into any entries;
- Where the word 'bullying' is used by pupils or parents, a **Bullying Log** should be completed by the relevant member of staff and submitted to the Deputy Head Pastoral;
- Significant conversations held by staff with pupils, parents or other staff should be recorded on RecordMy or **Significant Conversation Form (SCF)** and submitted to the Head and Head Teacher's PA;
- Staff must adhere to all other relevant policies including the Safeguarding and Promoting the Welfare of Pupils Policy, the Anti-Bullying Policy and the Expulsion, Removal and Review Policy.

Pastoral Leadership Team (PLT) Responsibilities:

- The PLT is led by the Deputy Head Pastoral and includes Section Pastoral Leads, DSL and Head of Learning Support.
- The PLT members work closely with Class and Subject Teachers, Form Tutors and Heads of Section to identify pupils who may require additional support.



- The PLT meets on a regular basis and is responsible for discussing pupils of concern, tracking patterns of behaviour and putting in place additional support, whether academic (Learning Support etc.) and/or pastoral (DSL etc.).
- During these discussions, different levels of support might be agreed by the PLT and implemented by the: Form Tutor, Head of Section, Youth Mental Health First Aider, Head of Learning Support (and other outside agencies), Emotional Literacy Support Assistant (ELSA) or DSL.
- Heads of Section or Pastoral Leads should make staff aware of significant pupils of concern during the weekly Whole School Staff Meeting
- The Deputy Head Pastoral should make the Executive Group (EG) aware of pupils with significant needs or concerns
- During an investigation of a serious behavioural incident, it might be necessary for a member of the PLT to complete a **Serious Behavioural Incident (SBI) Investigation** Report Form and/or a **Serious Sanction Report (SSR)** Form, these should be submitted to the Deputy Head Pastoral, who will then notify the Head, if appropriate
- For the wellbeing and safeguarding of the pupil(s) being investigated and/or the wellbeing of other pupils and staff, the school may ask those being investigated to stay at home until the investigation is concluded. This does not form part of any possible sanction.

Executive Group (EG) Responsibilities:

- The EG will be made aware of pupils of significant concern and any additional support in place during the weekly EG Meeting, this may result in further discussion and recommendations to the Deputy Head Pastoral and the PLT
- The Head oversees the behaviour management of the school and the implementation of this policy, in consultation with the Deputy Head Pastoral and the PLT. The Headteacher should ensure that reasonable adjustments are being made for pupils with special education needs (SEN) and/or disabilities

Parent and Guardian Responsibilities:

- When signing the Parents' Contract, parents and guardians agree to support the authority of the Headteacher in meeting the expectations of the Promoting Positive Behaviour Policy in a fair manner that ensures everyone feels secure and treated with respect
- Parents and guardians should support the school in matters of: appearance, attendance, behaviour, punctuality, school uniform and standards of academic work.
- Inform the school of any changes in circumstances that may affect their child's learning or behaviour



- Take part in any pastoral work following misbehaviour (for example: attending reviews or specific behaviour interventions)
- Encourage each child to make the most of the opportunities presented at school and take pride in their achievements

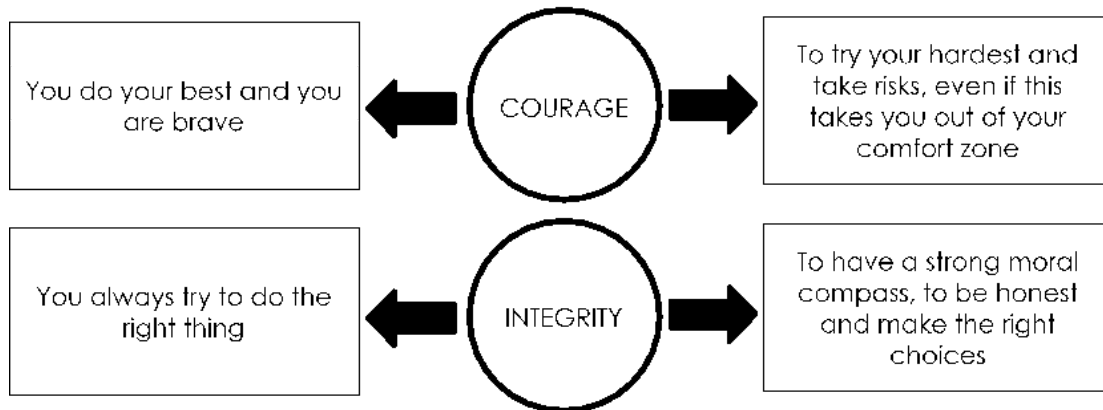
Pupil Responsibilities:

- Pupils are encouraged to take responsibility for their own behaviour at an age appropriate level.
- Regular reference is made to the **Learning Behaviours** at Westbrook Hay, led by the Deputy Head (Academic), which outline the expectations of pupils during lessons.
- Although certain areas of the school, such as the Science Lab, have specific rules which must be followed for the pupils' safety and wellbeing, it is not possible to set out every rule which must be obeyed. Pupils are encouraged to use common sense at all times and promote the school values.
- Pupils should be aware that good behaviour is expected at all times when at school or when representing the school off site, such as attending a school trip or sports fixture.
- Pupils must also be aware of the School's Anti-Bullying Policy (including cyber bullying, prejudice based bullying and discriminatory bullying), which can also be found in their Planners.

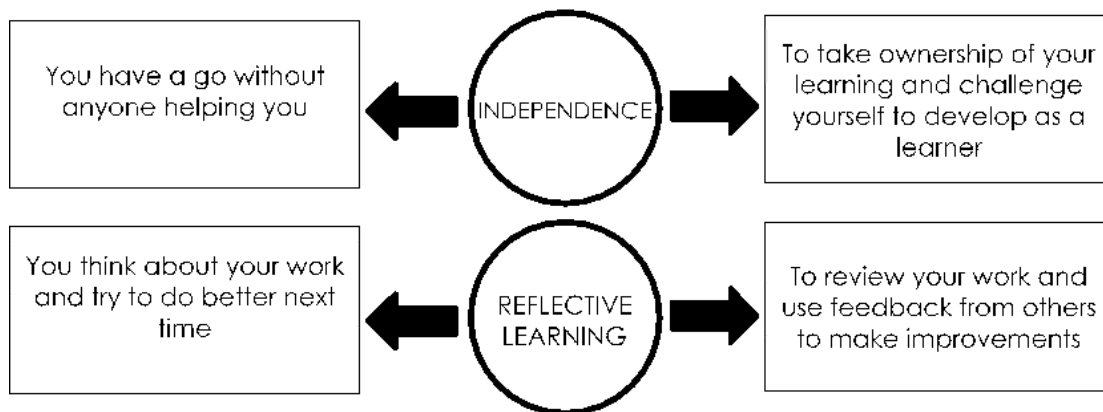


SCHOOL VALUES

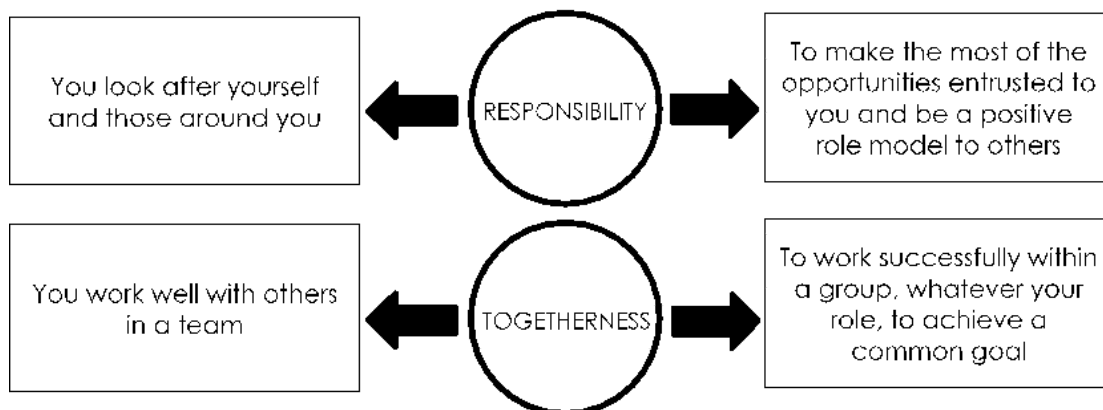
Moral Values – You as a person



Intellectual Values – You as a learner



Civic Values – You and the community



PRE-PREP REWARDS AND SANCTIONS

In Pre-Prep (Nursery to Year 2), it is important that praise and rewards have a considerable emphasis and children will receive recognition for a positive contribution to school life. The school acknowledges achievements and efforts of children, both in and out of school. The expectations of behaviour in Pre-Prep are based on the School Values and rewards are central to the encouragement of good behaviour. We aim to reward success fairly and consistently, as well as provide valuable opportunities to correct choices and reflect upon mistakes.

Behaviour Charts

Visual behaviour charts are used throughout Pre-Prep as a means of promoting positive behaviour and as a way of illustrating to pupils a clear route towards rewards and sanctions. The design of these may vary in different classes but the principles are the same. At the beginning and throughout the year, every class will discuss the importance of such a chart and how it relates to relevant rewards and sanctions. Where appropriate, children should also be involved in the design and evaluation process, suggesting possible themes. Some common principles of behaviour charts are as follows:

- The behaviour chart is displayed in a prominent and accessible place in the classroom.
- Behaviour charts are used for promoting good behaviour and attitudes for learning but also serve to allow children to see that there is a consequence to their actions.
- There are 5 levels to a chart. Level 1 is the lowest and Level 5 is highest and children can move between the levels across the day.
- The charts are reset each day with all pupils' names and/or photos being returned to the centre, at Level 3.
- Moving up (positive behaviour) – a child can climb up a level by demonstrating behaviour that exceeds the expectations of that individual.
- Moving down (negative behaviour) – a verbal warning will always be given before moving a child down the chart, it should not come as a surprise that they drop down a level.
- If a child reaches Level 1 of the behaviour chart, they move to Stage 2 of the Pre-Prep Intervention Ladder.
- Our aim is to enable all children to learn to the best of their ability and not to allow repeated inappropriate behaviour to prevent this.
- Subject Teachers will use the behaviour chart during their lessons, or provide feedback to the Form Tutor, to track positive and negative behaviour.

Celebrating and Rewarding Good Behaviour

We encourage positive pupil-teacher relationships and support for the school's values. This is achieved through a system of rewards and sanctions which are designed to promote a calm and disciplined learning environment, in which individuals feel safe, valued and proud to be a part of the Westbrook Hay Community. Rewards are received for any action that goes above and beyond the normal expectations, such as: effort, helpfulness and kindness.

Good behaviour is expected from all and is encouraged in many ways throughout Pre-Prep, including:

- Verbal praise, stickers and end of year certificates/prizes.
- **Golden Time** – each class will be awarded with a weekly period of Golden Time which may be an extension of free-flow play, an extension of break time or a time to have free choice of an activity in the classroom. This reward is not guaranteed and needs to be earned by each individual child across the week.
- **Class Treat** – the children work collaboratively, as a class group, to fill their class jar with a token, which is chosen at the start of the year with the children and might be marbles, coins or jewels. The children participate as a group and earn a token for collaborative effort. Once the class jar has been filled, the children are rewarded with a small class treat, such as extra play time. These rewards are chosen with the children prior to the jar being used, the emphasis is on collaboration which helps to encourage team effort and a sense of community. Tokens are never removed from the class jar.
- **Praise Postcards** – staff may choose to send home a Praise Postcard for exceptional work, behaviour and/or attitude. These are addressed to the children.
- **Wow Work** – children have the opportunity to feature on the 'Wow Work' board in the Pre-Prep Atrium on a weekly basis. Form Tutors nominate one child per class and display either a piece of work or a special act which the teacher wishes to showcase.
- **Values Certificates** – these are awarded for displaying one of the School Values whilst in school. It may be learning or behaviour based. Form Tutors and Teaching Assistants decide who has particularly distinguished themselves during the week. Certificates are awarded during the Friday Celebration Assembly.
- **Achievements Outside of School** – the Final Celebration Assembly of each half term will showcase any achievements outside of school, such as: placing in a competition or achieving a level in Music or Sports etc. Athletics Certificates can also be shared in this assembly.

SANCTIONS AND CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

We aim to actively promote and emphasise positive behaviour, rather than merely deter negative behaviour. As a school we set high behaviour expectations and teachers are expected to recognise when children are striving to achieve them.

Where behaviour falls below our expectations it will be dealt with appropriately depending on the age of the child and the type of behaviour. Inappropriate behaviour will be dealt with immediately and in a calm manner. Poor behaviour can usually be dealt with a firm reminder. In an environment where respect is central, loss of respect, or disapproval, is powerful.

Any sanction must be reasonable and should ensure that reasonable adjustments are being made for pupils with special education needs (SEN) and/or disabilities. Depending on the situation, it may be necessary to apply appropriate sanctions. The use of sanctions should be characterised by certain features:

- It should be clear why the sanction is being applied;
- It will be made clear what changes in behaviour are required to avoid future sanctions;
- It is the behaviour, rather than the person that is being punished.

While the school will always try to encourage positive behaviour and use reward strategies, sometimes intervention may be required. To ensure the consequences of poor behaviour are understood by the children and that the system of interventions is clear, consistently and fair, staff use the Westbrook Hay Pre-Prep Intervention Ladder:

WESTBROOK HAY PRE-PREP INTERVENTION LADDER

(This list is not exhaustive, or overly prescriptive, every child and case are different)

Stage	Behaviour	Interventions	Strategies
0	Isolated or infrequent incidents: • Low level disruption • Inappropriate talking or noise making • Calling out • Not listening • Pushing in the line • Running or jumping down the stairs	• Verbal warning • Possible discussion with Pre-Prep Pastoral Lead whether behaviour should be recorded on iSAMS and communicated with parents and guardians	• Reminder of expectations • Positive reinforcement
1	Repeated behaviours of Stage 0, but continued despite verbal warning, may also include: • Leaving classroom without permission • Poor behaviour at Lunch Time • Disrupting learning • Rough play leading to hurting others or damaging property • Inappropriate Language, including swearing	• Verbal warning • Visual warning (movement of level on class behaviour chart) • Possible discussion with Pre-Prep Pastoral Lead whether behaviour should be recorded on iSAMS and communicated with parents and guardians	• Reminder of expectations • Positive reinforcement • Use of classroom rewards to motivate • Adapt task with short term rewards • Reconsider seating plan • Check learning needs are being met • Clear warning of consequences of continued poor behaviour
2	Previous Verbal/Visual Warnings ignored and/or repeated Stage 0-1 behaviours in same session or day	• Visual warning (movement of level on class behaviour chart)	• Time Out gives the child and their peers a break and an opportunity to get on with their work



		- Time Out and removal from classroom in a staged approach: - Level A – parallel class - Level B – reflection time with Pre-Prep Pastoral Lead - Potential loss of a short period of Golden Time and/or Break Time - Behaviour recorded on iSAMS - Pre-Prep Pastoral Lead ensures that the pupil and additional support are discussed at the PLT Meeting - Communication with parents and guardians and potential meeting with Form Tutor and Pre-Prep Pastoral Lead	- Level A will enable the child to see other children behaving well - Level B will provide the child with an opportunity to discuss and reflect on their behaviour with the Pre-Prep Pastoral Lead - Form Tutor and the Pre-Prep Pastoral Lead will decide whether a loss of Golden Time and/or Break Time is appropriate
3	Persistent behaviour that falls below expectations, such as reaching Stage 2 on a number of occasions over a short period of time, and/or behavioural incidents which may include: - Sustained lack of effort in learning - Deliberately causing a disturbance - General refusal to follow instructions	- Time Out, loss of Golden Time and/or Break Time, removal from classroom in a continued staged approach: - Level C – completion of Behavioural Reflection Sheet (BRS) with Head of Pre-Prep - Behaviour recorded on iSAMS	- Head of Pre-Prep will decide whether a loss of Golden Time and/or Break Time is appropriate - Level C will provide the child with an opportunity to discuss and reflect on their behaviour with the Head of Pre-Prep and complete a BRS together - BSP created, where appropriate, with involvement from the



	• Challenging authority • Intentionally hurting others or damaging property	• Head of Pre-Prep ensures that the pupil and additional support are discussed at the PLT Meeting, as well as potential involvement of the Head of Learning Support • Communication with parents and guardians and meeting with Pre-Prep Pastoral Lead and/or Head of Learning Support and Head of Pre-Prep • If deemed appropriate, use of Behavioural Support Plan (BSP), to support the child in upholding the school values	child, Form Tutor, Pre-Prep Pastoral Lead, Head of Pre-Prep and potential involvement of the Head of Learning Support • 2-week plan with targets for the child, circulated to staff, plan sent home daily by Form Tutor and a weekly Review with Pre-Prep Pastoral Lead and/or Head of Pre-Prep • To further support the child, the PLT and Head of Learning Support may feel it is appropriate to involve outside agencies at this stage, parents and guardians will be consulted
4	Continued and persistent behaviour that falls below expectations, which has not improved despite previous warnings and support, including use of BRS and BSP, and/or serious behavioural incidents which may include, but are not restricted to: • Discriminatory or offensive language • Physical assault (including repeated biting in EYFS)	• Behaviour recorded on iSAMS • Head of Pre-Prep ensures that the pupil and additional support are discussed at the PLT Meetings, as well as potential involvement of the Head of Learning Support • Communication with parents and guardians and meeting with Head of Pre-Prep and/or Deputy Head (Pastoral) and Head	One of the following sanctions or similar may be applied: • Time Out, loss of Golden Time and/or Break Time, removal from classroom with Head of Pre-Prep • Internal, external and/or permanent suspension



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|--|---|--|--|
| | <ul style="list-style-type: none"> • Theft | | |
|--|---|--|--|

Although under the Pre-Prep Intervention Ladder parents and guardians will automatically receive communication from Stage 2, it is likely that there will be earlier communication, where staff consider it appropriate. Parents and guardians will be kept informed of the behaviour listed above and any resulting support (including outside agencies), interventions and strategies by email, phone call and/or organised meeting.

EARLY YEARS BEHAVIOUR MANAGEMENT

Behaviour Charts used in the Early Years (Nursery and Reception) have been designed to be in line with the rest of the Pre-Prep. They operate in a similar manner but are adapted to suit the needs of our youngest children.

Children in the Early Years are developing their understanding of, and settling into, the routines and expectations of the Pre-Prep. In these classes, staff work with the children to establish the boundaries and rules. The role of the staff is to support the children in having the necessary language and understanding to deal with a difficult situation, such as to move away from a situation, to tell a grown up or to find something else to do etc. The staff offer reminders of, and choices for, appropriate behaviour, such as 'we need to remember to share' or 'I am looking to see who is listening' etc.

It will be made clear to the children the type of behaviour which is unacceptable and this will be followed up with praise for the correct behaviours. Where staff might be concerned about a child's behaviour in the Early Years, this will be passed on to relevant staff and communicated with parents and guardians, where staff consider it appropriate. As children in the Early Years become more developmentally aware of the boundaries and/or if the behaviour of a child becomes more serious (such as rough play leading to hurting others or damaging property etc.), they may need to be escalated to the Pre-Prep Intervention Ladder.

PREP REWARDS AND SANCTIONS

Sanction Ladder

<u>Examples of Behaviours</u>	<u>Sanction and additional information</u>	<u>Examples of Academic Behaviour</u>



• Shouting out • Talking when asked for silence • Not settling down to work after general class reminders • Not lining up quietly	Verbal Warning	• Poor level of work completed in the lesson (e.g. insufficient amount, poor presentation, etc.) • Homework not completed • Not bringing equipment/kit
Repeated behaviours (as above) after Verbal Warning. • Disruptive behaviour • Not following staff instruction • Not settling down to work • Continuing to talk First instance of a more serious behaviour, e.g. • Unkind behaviour or comment • Inappropriate physicality in a game • Name calling • Swearing • Not following the instructions of the room (e.g. Health and Safety in the Lab)	Demerit – A Form Tutor will speak to a pupil once a demerit is issued and reiterate the expectations of behaviour. Homework & Equipment/Kit We encourage independence in the children and for them to take responsibility for their own organisation. In the Autumn Term, Year 3 will not receive a demerit, but parents will receive an email alerting them that the kit is missing or homework is not completed. We would ask parents to act on this email.	• First instance of disturbing the learning of others • First instance of inappropriate use of technology (in a lesson or during free time) • Second instance of poor level of work completed in the lesson (e.g. insufficient amount, poor presentation, etc.) • Second instance of not lining up quietly • Second instance of homework not completed • Second instance of not bringing equipment/kit
• Physicality resulting in no injury • Swearing at a pupil/member of staff • Obscene gestures • Continuing disruptive behaviour despite receiving a demerit • Accruing 3 Demerits in a term	Level 1 - Loss of one first break and Form Tutor self-improvement card (green) A pupil may be removed from the classroom into a	Repeated behaviours (as above) across the term in differing lessons. • Second instance of inappropriate use of technology (in a lesson or during free time)



	classroom nearby if they do not respond to the issuing of Demerit and are given a Level 1 sanction.	
• Incident of threatening behaviour (emotional/physical) • Inappropriate use of language • Physicality which causes harm, e.g. bruising/swelling/redness, which may require First Aid • Accruing 5 Demerits in a term	Level 2 - Loss of one lunch break and Head of Prep self-improvement card (yellow)	Repeated behaviours (as above) across the term in differing lessons.
• Offensive language against the Protected Characteristics. • Malicious accusations against staff/pupil • Physicality with intent requiring external medical intervention • Behaviour that disrupts the running of the school day (e.g. setting off a fire alarm, wilfully blocking toilets) • Accruing 8 Demerits in a term	Level 3 - Internal suspension and Deputy Head (Pastoral) self-improvement card (orange)	Repeated behaviours (as above) across the term in differing lessons.
• Physicality without intent that requires significant external medical intervention. • Accruing 10 Demerits in a term	Level 4 - External suspension	Repeated behaviours (as above) across the term in differing lessons.
• Physicality with intent that requires significant external medical intervention • Intentional physical contact without consent (of a sexual nature) • Behaviour which poses a significant risk to the school community or brings the school into disrepute • Criminal damage	Permanent Exclusion	

PREP REWARDS AND SANCTIONS

It is generally accepted that while sanctions can help to discourage and contain poor behaviour choices, it can have only a limited effect on the promotion of good behaviour. Staff at Westbrook Hay will always look to promote positive behaviour and reward the good that pupils do, rather than using sanctions. Corporal punishment is never used. There are many reasons why a child's behaviour might deteriorate and these may well lie beyond their immediate

education at Westbrook Hay. The school therefore has internal lines of communication, from Form Tutors to members of the PLT, to make sure that relevant staff are aware of any broader reasons as to why a pupil might be finding aspects of school life challenging and that the most appropriate support is provided. Early intervention through discussion with pupils will be the starting point in almost all cases, so that a pupil can reflect on why they have made a particular decision and this can inform their choices in the future.

REWARDS

- The main rewards currency is 'Merits';
- Merits are based on the School Values (courage, independence, integrity, reflective learning, responsibility and togetherness) and given for showing these qualities during school day;
- Merits can be issued by any member of staff but only one merit shall be given at any one time;
- Merits are recorded by staff signatures in the Pupil Planners and Form Tutors will transfer merits from the Pupil Planners onto iSAMS;
- These will all contribute towards the House Points Competition during the End of Term Assembly and the merits will be cleared at the end of each term to restart for the next term;
- Individual prizes will be given out during the End of Term Assembly for those who have achieved the most merits over the course of the term;
- Merits should be given out fairly and regularly, under no circumstances should food be given out as a reward;
- For those who have gone 'above and beyond', a Headteacher's Commendation can be given;
- A Headteacher's Commendation could be given for the best piece of work in a set, an outstanding project or to a group of pupils who have helped with a particular school event.

SANCTIONS

It is important that a verbal warning is given for the first instance of inappropriate behaviour, pupils should be made aware of what they have done wrong and the impact on learning and/or wellbeing.

- —Once a verbal warning has been issued, a 'Demerit' is given for a repeated inappropriate behaviour which falls below expectations and this is logged on iSams with a brief and factual explanation of the reason for giving the demerit;
- The Form Tutor is copied into any logging of demerits on iSams;



- Only one demerit shall be given at any one time, per pupil;
- A more serious behaviour may lead to a sanction being issued as per the Prep sanction ladder;
- A Level 1 behaviour or accruing three demerits will result in a meeting with the Form Tutor, and loss of morning break, to discuss the reasons behind the demerits and to place the child on a Form Tutor Self-Improvement Card. Parents and guardians will be informed;
- The purpose of the meeting is to allow pupils to reflect on their behaviour, and the Form Tutor should lead the conversation. This will differ depending on the reasons why demerits have been given;
- It is expected that a pupil who has received three or more demerits will be discussed at the weekly Prep meeting and different levels of support may be agreed and implemented by the Form Tutor, Head of Section, Youth Mental Health First Aider or Head of Learning Support (and other outside agencies);
- A Level 2 behaviour or accruing six demerits will result in a meeting with the Head of Section, and loss of a lunch break, to discuss the reasons behind the demerits or behaviour and to place the child on a Head of Section Self-Improvement Card with specific target(s) based on their behaviour, which is used to support the pupil and monitored by the Head of Section. Parents and guardians will be informed;
- It is expected that a pupil who has received six or more demerits will be discussed at the weekly Pastoral Team meeting and different levels of support might be agreed and implemented by the: Deputy Head (Pastoral), Emotional Literacy Support Assistant (ELSA), or Designated Safeguard Lead (DSL);
- A Level 3 behaviour or accruing nine demerits will result in a meeting with the Deputy Head (Pastoral) during an internal suspension to discuss the reasons behind the demerits or behaviour and to place the child on a Deputy Head (Pastoral) Self-Improvement Card with specific target(s) based on their behaviour, which is used to support the pupil and is monitored by the Deputy Head (Pastoral);
- A Level 4 behaviour or accruing twelve demerits will result in a meeting with the Headteacher following an external suspension to discuss the reasons behind the demerits or behaviour.
- In some cases, the inappropriate behaviour of a pupil may need escalating at an earlier stage, but this should be done through conversation with the relevant members of staff–

A more serious one-off act of inappropriate behaviour may result in a more serious sanction that is determined by the Deputy Head (Pastoral);



- As with merits, demerits will be cleared at the end of each term to restart for the next term. However, demerits will remain logged on iSams;
- The number of merits should far outweigh the number of demerits collected by pupils. However, merits will not be deducted by demerits.

SANCTIONS SENIORS

SENIORS SANCTIONS LADDER

This ladder will be used alongside pastoral intervention to promote positive behaviour

Behaviours stated in each level are examples only

<u>Behaviour</u>	<u>Level</u>	<u>Work</u>
• Low-level disruption e.g. shouting out, talking when asked for silence • Missing kit (first offence) • Lateness to lessons • Incorrect uniform • Littering	SW	• Not bringing equipment • Not lining up quietly • Homework not completed • Poor level of work completed in lesson (eg insufficient amount, poor presentation etc)
• Repeated behaviours (as above) after warning • Swearing • Obscene gestures • Disruptive behaviour e.g. arguing with teacher • Unkind behaviour/comment/name calling • Inappropriate playfighting	S1 (30 minute detention) Email home Confiscation of device/ban (if offence related to technology) Additional Measures: Stage 1 Removal- Removal from lesson to corridor by the teacher	• Second instance of homework not completed • Second instance of poor level of work completed in a lesson (eg insufficient amount, poor presentation etc) bring equipment or line up. • First offence of inappropriate use of technology (in a lesson or during free time)



• Repeated S1 behaviours • Intimidation of a younger pupil • Severely disruptive/disrespectful behaviour which needs removal from lesson/school facility • Missing school commitment without permission • Leaving school site without signing out • 1st case of vandalism/intentional damage to property (eg: drawing on or defacing school stationery, defacing tables, drawing on walls, vandalism of sporting equipment) • Dangerous behaviour/Act of physicality against a pupil/staff which causes harm e.g. bruising/swelling/redness which may require First Aid (unintentional) • Offensive language (1st offence)	S2 (1 hour detention) Email home-opportunity for parents to discuss concerns Pastoral intervention from Form Tutor Confiscation of device/ban Additional Measures: Stage 2 Removal- Removal from lesson to colleague Parents charged for damage On SIC to Form Tutor	• Further failures to complete HW or poor level of work completed (counted over a term) • Plagiarism • Second offence of inappropriate use of technology
<u>REFERRAL TO HEADS OF SECTION AND PL</u> • Repeated S2 behaviour in a term • Incident of threatening behaviour (emotional/physical) • Discriminatory behaviour • Act of physicality against a pupil/staff which causes harm e.g. bruising/swelling/redness which may require First Aid (intentional)	S3 Internal suspension (one afternoon) If academic, consultation with Deputy Head Academic Additional Measures: Stage 3 Removal- Removal from lessons to an EG member (Excluded from receiving public rewards for half a term minimum 5 weeks)	• Two S2s in a term. (Academic Intervention) • Serious breach of ICT policy



	Letter from Head of Section On SIC to Head of Section	
- Repeated S3 behaviour in a term Dangerous behaviour/Act of physicality without intent requiring external medical intervention	S4 Internal suspension (one day) Letter received from Head of Section Additional Measures: On SIC to Deputy Head	
<u>REFERRAL TO HEADTEACHER</u> - Repeated S4 behaviour Theft Malicious accusations against staff Dangerous behaviour/Act of physicality with intent requiring external medical intervention Behaviour that disrupts the running of the school day (e.g. setting off a fire-alarm, wilfully blocking toilets) Vaping/smoking	S5 External suspension (1 day) Letter received from Headteacher Additional Measures: On SIC to Headteacher	
- Repeated S5 behaviour Bullying Dangerous behaviour/Act of physicality against pupil/staff without intent that requires significant external medical intervention Alcohol on site/ under the influence of alcohol	S6 External suspension (Minimum two days) Letter received from Headteacher Additional Measures:	



	On SIC to Headteacher	
• Repeated S6 behaviour • Drugs • Weapons • Intentional physical contact without consent (of a sexual nature) • Behaviour which poses a significant risk to the school community or brings the school into disrepute • Criminal damage	S7 Permanent Exclusion	

SUSPENSIONS

PRE-PREP AND PREP SCHOOL (NURSERY – YEAR 6)

Suspensions may be used for serious incidents of poor behaviour that fall far beneath our expectations, such as: alcohol or drug misuse, discriminatory or offensive language, physical assault (including repeated biting in EYFS), sexual misconduct, smoking, stealing, theft, vandalism, malicious accusations against staff, etc. Additionally, an accumulation of incidents or poor behaviour, or instances where poor behaviour has continued despite previous sanctions, may result in a suspension. A suspension could be issued to any Westbrook Hay pupil.

SENIOR SCHOOL

Suspensions in the Senior School will be issued according to the Senior Sanctions Ladder.

When the decision has been taken to suspend a pupil, this will result in a standard letter being sent to parents and guardians, by the Deputy Head Pastoral, Head of Section or Headteacher. The letter will state the seriousness of the poor behaviour, the reasons behind the suspension and an explanation of the Expulsion, Removal and Review Policy. There are three types of suspension:

- **Internal Suspension**– a pupil will be removed from the regular timetable and will be supervised by a member of staff for a fixed period of time, usually a morning or an afternoon.
- **External Suspension**– a pupil will be removed from the regular timetable and a parent will be required to collect them from school as soon as possible. The school may agree to work being sent home but this is not a requirement. An

external exclusion will usually be for a fixed period of time, stated by the school in the exclusion letter, usually between one and five school days.

- **Permanent Expulsion**– a pupil will be removed from the school roll permanently and a parent will be required to collect them from school as soon as possible.

Participation in school trips, extracurricular activities, and celebratory events may be reviewed and revoked following a suspension if a pupil's conduct suggests they may pose a risk to safety, supervision ratios or the reputation of the school.

A pupil may be permanently expelled without previously being internally or externally suspended , but in most cases a permanent expulsion follows the staged approach of an internal and/or external suspension.