

# Whole School Behaviour Policy including EYFS (PG7 P3 ISI 9a)

## Overriding principles

This policy should be read in conjunction with the

- School's Code of Conduct (PG6)
- School Rules and Regulations (PG7a)
- Rewards and Sanctions (PG 7b)
- Restraint policy (PG 11)
- *Behaviour and discipline in schools 2014*

*All pupils and staff have the right to be respected  
Unacceptable behaviour patterns can be changed  
Good discipline is best promoted by purposeful learning and positive role modelling*

We wish that all who work or visit West Hill Park will find it a well-behaved school, not just a well-controlled school. To achieve this goal Staff should ensure that children strive to:

- Observe the School Rules
- Develop self-discipline, the ability to learn independently and work cooperatively
- Listen with respect to one another and be conscious never to damage the self- esteem of others
- Foster a caring attitude for the school environment, including the buildings, inside and outside areas, equipment and personal effects
- Tell the truth, keep promises and take personal responsibility for their actions
- Reject bullying, stealing, vandalism, cheating, deceit, dishonesty, uncivil behaviour and offensive language

At the school we aim to provide;

- Good adult and peer role models of caring, cooperative behaviour
- Positive reinforcement of good behaviour
- Supportive intervention strategies to assist in maintaining high levels of behaviour
- High expectations of pupils' behaviour
- Celebrations of a wide range of achievement
- A staff who demonstrate the responsibility for maintaining a good standard of discipline and promoting the school's ethos of being a caring community, which helps pupils extend their skills and develop their talents

The school expects every pupil to be;

- Truthful
- Polite
- Considerate
- Tolerant
- Trying to achieve the highest standards they can

## POSITIVE DISCIPLINE

Children give of their highest when they understand the framework of expectations made of them, and discipline at school should seek to help children learn what is, and what is not, acceptable behaviour in a variety of circumstances. So as not to confuse children, the expectations of staff should be consistent, and it is the responsibility of all staff to be good role models.

Discipline should be positive wherever possible. Most discipline is achieved by speaking to a child, pointing out what is expected and suggesting ways he or she can achieve it.

For children with recognised (SEND) special educational needs/disabilities or behavioural problems a great deal of immediate, consistent feedback is vital and reasonable adjustments to the system are

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made for these pupils as required by the Equality Act 2010.

All aims in controlling behaviour must be geared to encouraging personal autonomy and self-discipline; therefore active and constructive disciplinary strategies are recognised as far more effective than negative punishments. Discipline which is enforced by fear is seldom productive.

### **Prep School Rewards**

Recognition of performance is provided in a variety of ways and given public profile at School Assemblies with the awarding of weekly, termly and yearly house trophies. This may also involve individual recognition for academic, sporting or musical achievements. There is also a variety of presentations made at the Schools annual Prize giving in July.

*All awards should be for the reward of positive effort and achievement beyond what is recognised to be the norm for the individual concerned and is therefore truly praiseworthy.*

### **Star Reward**

Stars can be awarded to Reception - Yr8 pupils for good academic performance, effort, industry, general good behaviour, service to the School and such like. These are awarded via ClassDojo.

The total for each pupil is calculated on a weekly basis and added to the House total. The highest Star Reward earner is celebrated in assembly and the House obtaining the highest number of Star Rewards receives the House Trophy for that week. A coloured enamel badge will be awarded upon a pupil obtaining a set number of Star Rewards. This is exchanged for a different colour when he/she achieves the next level of attainment.

### **Show Head of House**

Where work is of a very good quality that it should gain greater acclaim than a Star Reward, a 'Show Head of House' can be awarded. The Head of House, on recommendation of a teacher or tutor awards a 'Show HoH'. A House certificate/sticker will be presented. This is awarded through 3sys.

### **Show Headmaster**

Where work is of an excellent quality that it should gain greater acclaim than a Star Reward or Show Head of House, a 'Show Headmaster' can be awarded. Staff can recommend to the Headmaster an award of a 'Show HM' for what is considered to be excellent work. This can be pastoral as well as academic. The work should be presented to the Headmaster, to confirm suitability. A certificate/sticker and a small reward will be presented. The award of a Show HM is via 3sys.

### **Headmaster's Certificate**

When a pupil's behaviour, performance or participation within a sphere of the school's life is outstanding he/she may be asked to report to the Headmaster for congratulations. The Headmaster will award a 'Headmaster's Certificate' which will be presented in assembly.

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## Prep School Sanctions

Pupils should be aware that irresponsible behaviour will lead to sanctions. **At no time will corporal punishment, physical punishment or humiliation be used or threatened as a sanction in this school.** All staff must ensure that any sanctions used are proportionate and take into account the context of the issue and personalities involved in the incident that they are dealing with. Staff may request the assistance of parents, tutors, Head of House, Deputy Headmaster or the Headmaster as necessary to maintain an orderly atmosphere at the school.

The School will do all in its power to investigate incidents which have a disciplinary aspect to them in order to ascertain who is culpable. However, experience indicates that it may prove impossible to form a totally clear picture of what has occurred when relying solely upon the hearsay evidence of pupils. As a result, disciplinary decisions may have to be made on the basis of the weight of evidence.

## Pupil Concerns recorded on 3SYS

In order to build a comprehensive picture of pastoral/academic/behavioural concerns, the details and the nature of the problem and its context are recorded on the pupil profile in 3Sys. An automatic notification is circulated to the Form Tutor and the Head of House when an addition has been made to the pupil profile.

The resulting information may involve a discussion being held between the subject teacher, tutor, Head of House and Deputy Headmaster to determine the most appropriate next step. Alternatively, it may just be a record of concern for others to be aware of. If a pupil collects a number of these concerns, then the Head of House, in consultation with the Deputy Headmaster, may authorise an appropriate sanction detailed below.

## Stage 1 Verbal Warning

For isolated incidents the teacher has the responsibility to exercise his/her professional judgement and discretion to deal with behaviour or academic work that falls below an acceptable standard. A Stage 1 sanction should be a verbal warning allowing the pupil to correct his/her behaviour or academic standards. Two verbal warnings for academic or behavioural matters will incur a debit. The teacher should record the incident on 3Sys and use a traffic light system within the classroom so that the child is reminded they have been given one.

## Stage 2 Debit

When a pupil repeatedly fails to meet the accepted standards in work or conduct, staff may award a behavioural/academic debit. Staff may also award a debit for more serious individual incidents of behaviour or academic work. A debit should be recorded on the pupil profile in 3Sys and the child moved to the next level of the traffic light system in the class so the child knows that is what they have received.

Behavioural and academic debits will not roll over from week to week but a running total will be kept and reviewed by the Form Tutor, Head of House and Deputy Headmaster. A week will run from Saturday to Friday. This will be slightly amended when weeks are curtailed by the start and end of terms, half-terms and exeats.

Form Tutors should monitor carefully the weekly debit totals and take the responsibility to speak directly with parents or telephone them at an early stage of a developing concern. This strategy should be employed by all Form Tutors in order to remedy a concern or avoid its escalation. Subject teachers are required to consult with the pupil's Tutor before placing a call.

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All information should be recorded on 3Sys and the Head of House informed. If the magnitude of the problem is such that a tutor needs support, then the Head of House should make contact with the parents.

**Two behavioural or academic debits accrued within one week will lead to a Catch-Up Club Detention.**

### **Stage 3 House Debit – Wednesday Afternoon Activities Detention**

For more persistent behavioural or academic matters, such as, accruing 3 debits within one week or accruing a House Debit (HD). For serious acts of misbehaviour a HD which can be awarded and the incident should be recorded on 3Sys.

Pupils given a HD will be seen by their Head of House who will decide on the appropriate action, usually a Wednesday Activities Detention. The Heads of House liaise closely with the Deputy Headmaster to ensure consistency.

**Three behavioural or academic debits accrued within one week will lead to a Wednesday Activities Afternoon Detention (Stage 3)**

### **Stage 4 Deputy Headmaster's Saturday Detention**

For very serious or more persistent cases of misbehaviour, failure to meet academic targets or accruing 4 or more debits within one week, the HoH will refer the matter for a Deputy Headmaster's Saturday Detention (DHSD).

A DHSD, recorded on 3SYS, will be awarded for persistent or very serious acts of misbehaviour after previous warnings by the HoH have failed to correct the behaviour. Pupils will be taken out of matches, trips or activities as a result of this sanction.

A pupil will immediately be placed on a Positive Reward Card to monitor behaviour and academic progress and the Deputy Headmaster will contact the pupil's parents to discuss the matter.

Where a pattern of behavioural and/or academic concerns emerges it may be necessary to set pupils achievable, positive targets for no longer than a three week period in the first instance. This allows the tracking of pupils with academic or behavioural problems that are inhibiting their learning and the learning of others or poor organization etc. Targets are issued in agreement between pupils, Form Tutors, Head of House and/or the Deputy Headmaster and, where appropriate, the Learning Support Department.

The pupil is required to produce the weekly reward card at the beginning of each lesson. The teacher will sign this at the end of the lesson and write a comment that is APPROPRIATE TO THE SET TARGETS. The pupil will take the completed reward card to the designated mentor at the end of each school day to discuss his/her progress.

Parents are required to read the comments made and provide their own remarks and sign the reward card that evening. At the end of the period, the pupil's progress will be assessed and a meeting held between school and parents to discuss the outcome of the report and the subsequent steps to be taken.

**Four or more behavioural or academic debits are accrued within one week will lead to a Saturday Detention (Stage 4)**

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## Stage 5 Headmaster

For very serious or more persistent cases of misbehaviour or failure to meet academic targets the Deputy Headmaster will refer the matter to the Headmaster who, at his discretion, has all the above sanctions available to him and these may include internal suspension, suspension or permanent exclusion (see policy for exclusion HG2).

Wherever possible these sanctions will be used with the support of the parents. All sanctions used will be recorded in the Sanctions diary and, in the most serious incidents, in a case file in the Headmaster's filing system.

The principles behind and purposes associated with the Exclusion Policy are:

- To create the mechanism for appropriate disciplinary measures in the event of misconduct of a serious nature;
- To ensure procedural fairness and natural justice;
- To enhance co-operation between the school and parents/guardians when it is necessary for pupils to be excluded.

Pupils may be excluded from the school for a number of reasons, including those which are educational, medical, financial or disciplinary (misconduct).

The main but not exhaustive categories of misconduct, which may result in pupils being excluded from the School include:

- Supply/possession/use of alcohol or tobacco, or illegal drugs or solvents, or their paraphernalia, or substances intended to resemble them;
- Theft, blackmail, physical violence, intimidation or bullying;
- Misconduct of a sexual nature, including the supply or possession of pornography;
- Possession or unauthorised use of firearms, bladed items (knives) or other weapons;
- Vandalism, including computer hacking;
- Conduct showing hostility towards others on grounds of race, nationality, gender, disability, sexual orientation, religion, faith or age;
- Persistent disregard of the School Code of Conduct, aims or ethos;
- Other serious misbehaviour, either on or off the premises, which may bring the School into disrepute;
- Failure to behave reasonably in academic matters;
- Sending of inappropriate text messages or misuse of social media;
- Malicious allegation against a member of staff

Where appropriate, any of the above perpetrated through the use of computers, mobile phones or other technologies will be considered as serious as any other form of misdemeanour.

In all cases where exclusion from school may be the outcome, the incident will be fully investigated by a senior member of staff and a final decision taken by the Headmaster or a senior member of staff deputising for him. Parents will normally be involved in discussions about any incident before a final decision is made. During the investigating stage of this procedure, children may be kept segregated from others involved in order to ensure a fair hearing for all.

## Internal Suspension

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Internal suspension is used in cases of unacceptable behaviour for which Stage 4 of the Rewards and Sanctions Policy would not be a sufficient sanction. It follows a full investigation into the incident, during which the child has a chance to say what has happened and careful thought has been given to the evidence available.

The child is withdrawn from lessons to work alone under the supervision of a member of staff for a minimum of one day. Free time may also be restricted for a set period (usually one day) with pupils being involved in tasks that help the community. The privilege of representing the House or the School in matches is withdrawn.

Before this sanction is imposed, parents are informed by the Headmaster or someone he has appointed to deputise for him.

### **External Suspension**

External Suspension is the removal of a child from the school for a designated period of time. This sanction, which is used if a child seriously breaks the School's Reward & Sanction Policy, is at the discretion of the Headmaster, or someone appointed by him to deputise in his absence.

Subject teachers set work for the suspension period which is marked when the child returns to school. The length of the exclusion period will reflect the severity of the misconduct and will be decided upon by the Headmaster, following a full investigation into the incident, at which the child will be given a chance to say what has happened, and careful thought is given to all the available evidence.

The decision as to how the parents of the child or children involved should be informed will only be made by the Headmaster, or the person appointed to deputise for him. The parents will be given a detailed account of the events which have resulted in the exclusion of their child or children. At the end of the proceedings, a final report will be made by the Headmaster.

External Suspension, whilst a very serious punishment, is also seen as a time for constructive reflection on the part of the child or children involved, and a suitable prelude to rejoining the school.

On return to school, the Headmaster, in consultation with the relevant members of staff and parents, will put in place a suitable strategy of support which will provide suitable counselling and rehabilitation.

### **Exclusion**

In the unfortunate event of the sanction having to be used more than once, the Headmaster, in consultation with the parents, will discuss whether the child is suited to West Hill Park.

Parents/guardians may appeal against a Permanent expulsion. A panel of the School Governors who have not had any part in the proceedings hitherto will be appointed by the Chairman to consider the appeal.

A child or parent may request to have a friend or independent person present at any of the meetings concerning a serious investigation.

Other agencies may be notified at any stage of the procedure, as and when necessary and appropriate.

### **Withdrawal**

Where a pupil's profile and pattern of behaviour or failure to respond to the academic expectations of the Prep School due to lack of compliance, parents may decide, after consultation and review with the Headmaster, that withdrawal from the School is the best course of action.

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Parents will be involved and support offered. A range of sanctions will be discussed and these may include internal suspension, external suspension or permanent exclusion (see policy for Admissions and Exclusion HG 2). Wherever possible these sanctions will be used with the support of the parents. *All sanctions used will be recorded in the pass system and, in the most serious incidents, in a case file in the Headmaster's filing system.*

### **Equal Opportunities**

Teachers will ensure that, through careful monitoring and sensitive intervention, all children have equal opportunities regardless of gender, cultural differences and ability and that reasonable adjustments will be made accordingly.

### **Management and Co-ordination**

The staff will liaise with the Deputy Head on all matters concerning children's behaviour.

The named Officer for Behaviour Management in the Prep School is Mr N Roddis

### **Monitoring and Evaluating the Policy**

- To review the policy regularly with the whole school staff
- To monitor changes as they occur
- To discuss the implementation and effectiveness of the Policy

## **EYFS BEHAVIOUR MANAGEMENT POLICY**

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### **Management of behaviour within the EYFS**

Behaviour is managed in a positive way:

- Early intervention
- Supportive relationships with peers and adults, particularly the Key Person
- Clear boundaries and expectations
- Acknowledgment and reward for all good behaviour
- The reduction of situations that may encourage poor behaviour

These are the tools that are used to alter children's behaviour from poor to positive. There is no sanction system in EYFS.

We accept that incidents will occur for most children during the Early Years Foundation Stage and that they form a natural part of child development. Unacceptable behaviour can be an expression of emotions and a form of communication at this early age, and we are sensitive to that in managing issues.

The descriptions of unacceptable behaviours given below vary and increase in seriousness. The list is not exhaustive.

- Taking another child's toys, belongings or equipment without asking
- Hurting another child – hitting, kicking, scratching, biting
- Damaging or destroying 'work', equipment or the environment
- Putting themselves or another child in danger

As an incident arises, EYFS staff will act based on the following guidelines:

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- Staff, and at times, other children, will point out to the child that their behaviour is unacceptable by reminding them of our 'Code of Conduct' using simple catch phrases such as 'Use kind words to make your friend smile' 'Use your walking feet' 'Are those your helping hands?'
- Staff will distract the child as necessary and help them to modify their behaviour in a positive manner.
- Staff will be aware of the child to whom the unacceptable behaviour is being directed and attend to them, or assign another member of staff to do so, giving a brief explanation.
- The child will be encouraged to apologise to or speak with the affected child or adult.
- Staff may decide to shadow the child for a period of time.
- If unacceptable behaviour occurs again in a short period of time, staff may give the child a short period of 'time out' to watch positive behaviour being modelled by peers, and a chance to reflect. This should not be a negative experience and no time frame should be given. The child must be allowed to return as soon as they consider themselves ready. Positive acknowledgement and praise must be given for modified behaviour.
- Where a pattern of unacceptable behaviour is beginning to develop, staff will observe using ABC (antecedent – behaviour – consequence). With this evidence, changes can be made to routines, grouping, resourcing etc to eliminate / reduce the antecedents and therefore the occurrences of unacceptable behaviour.
- Where a child is hurt or personal belongings are harmed as a direct result of unacceptable behaviour, the parents are informed that day. Details of the child behaving unacceptably do not always need to be shared.
- Parents of the child whose behaviour is being monitored should be involved in creating an action plan. The behaviour management needs to be consistent between home, school and other settings. Parents and EYFS staff, particularly the Key Person, the named officer for behaviour management – Mrs Sarah Hall, and at times the SENCO – Mrs Rachel Crawley, must work in partnership. Regular discussions should follow to assess progress and adapt targets / strategies.
- Mrs Hall may, at times, liaise with Mr Roddis, Deputy Headmaster in managing the situation, and where Special Needs may be contributing to poor behaviour, advice and support may be sought from the Area Inclusion Coordinator.
- Where behaviour consistently puts the child, other children, staff or the environment at risk of harm, the Head of EYFS and Headmaster / Deputy Headmaster will meet with parents to discuss a period of time out, away from school.

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