

HOLMWOOD HOUSE SCHOOL

Behaviour Policy

This Policy Applies to Holmwood House School and Early Years Settings

Created: July 2017
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INTRODUCTION

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Holmwood House School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

Holmwood House School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

BOARDING

Behaviour, discipline and sanctions during boarding times differ from the arrangements for the school day. Systems used in boarding are explained in the Boarding Guide for Pupils and Parents as well as the Staff Handbook (Part B, Section 7 for staff).

CODE OF CONDUCT

Holmwood House School community of directors, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's code of conduct of 'Care, Courtesy and Consideration'.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will **never** be tolerated. Our Anti-Bullying policy is available on the school website. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Holmwood House School undertake to uphold the school's policies and regulations, including this policy. They will

support and work with the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We will always telephone home on the first day of an unexplained absence in order to establish the reason. Parents are required to contact the school each day of a child's absence through illness. Please note that it is the Board of Directors' policy usually not to allow holiday to be taken during term.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, for example via the year group forums in the prep school, which meet weekly during each term. In addition, a School Council meets once per half term to hear the pupil voice.

JURISDICTION

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

CONSISTENCY

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

GENERAL APPROACHES TO BEHAVIOUR MANAGEMENT

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy.

TEACHING AND LEARNING

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

Holmwood House School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

REWARDS AND SANCTIONS

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include: verbal and written warnings, show downs, referrals, detention, suspension for a specified period, removal or expulsion.

REWARDS & SANCTIONS FOR BREACHES OF DISCIPLINE THAT DO NOT MERIT EXCLUSION

At Holmwood House School, we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment; thus supporting our principle that 'happiness is the key to progress'.

Rewards

Rewards : Prep School

- The most readily available reward is verbal praise and this should be given to all pupils at every opportunity. In many cases this is sufficient to demonstrate that the pupil's behaviour has been recognised. Examples of situations where verbal praise is suitable would be where a pupil is demonstrating the 3Cs (care, courtesy and consideration) whether it is to a fellow pupil, member of staff or visitor and making a great effort in lessons. Examples could include helping a peer to carry his sports equipment/ looking for a lost item of clothing/helping him/her in class to understand something/ being inclusive with friendship groups/standing up for what is 'right'/ showing leadership qualities, etc.
- Reinforcement of verbal praise can be made with a show up (marked in the pupil's prep diary). The show up can be given for academic ability, which has been shown either verbally in class or for written work. Show ups can also be given for behaviour which is exemplary and beyond that which is normally expected of a pupil, i.e. it is expected that a pupil will be attentive and responsive in class: speaking when allowed,

etc. Effort in any area of a pupil's school life can also be rewarded with show ups. Double or multiple show ups should only be awarded on rare occasions.

- Show ups are collected over the academic year and are converted into Element stars, (currently 4 show ups per star). On Speech Day every child's effort and achievement through the year is recognised. One pupil per Element in each year group will achieve a bronze, silver or gold star prize award, giving those who have excelled their due recognition. There would not be any stars carried forward to the next star year (the year runs from June to May for star collection)
 - Star charts will not be displayed in the tutor rooms (this is also the case in the Pre-Prep classrooms). Star totals are for the tutor to discuss individually with each tutee. This should not detract from the motivational/competitive aspect of stars, which when managed correctly by the tutor and HoE can benefit both the individual and the group/element.
 - There will not be any boundaries set or published delineating the requirements for the bronze/silver/gold/etc star awards.
 - There will a 'pastoral element' when discussing who will achieve which type of award, i.e. the behaviour and attitude of the pupils throughout the year – as observed by all staff, will be taken into consideration when defining each individual's star award.
- Stars form part of an annual Element competition and on a weekly and termly basis the Element Heads recognise tutor groups as well as individuals who have gained the most stars within their Element – but no star charts will be displayed – throughout the entire school. The Star Cup is awarded to the Element with the most stars twice per half term.
- Many additional awards are given out at Speech Day for Effort, Pupil Diaries, Progress, Subject Prizes, and specific awards for music, the arts, sport and behaviour, etc

Badges in the Prep School

- As part of the reward for gaining positions of responsibility, badges are awarded in the following categories and are for the duration of the academic year.
 - Pupil Heads of Element and Deputy Heads of Element (Elected by the staff and pupils in each Element and ratified by the SLT)
 - School Council Representatives (Elected by each tutor group)
 - Charity Representative (Elected by the Element staff)
 - Prefects (by application to the Headmaster and approved after discussion in Steering)

Recognition of ability and effort in sport, music and drama, is made throughout the year.

- o 'Colours' or "Half Colours" for rugby, hockey, netball, tennis, rounders, swimming and cricket are issued at the end of their respective seasons, and should be sewn onto the appropriate part of the games kit. The Director of Sport is responsible for the selection of pupils for 'colours', based on criteria which are established and approved by the SLT. A sports colours badge would also be given to go on the blazers.
- o 'Arts' colours or badges are issued at the end of each term/post performance for music, art and drama, which are then retained. They can be awarded to any child in the Prep school for outstanding ability, based on criteria, which are established and approved by the SLT. The HODs of the relevant departments are responsible for the selection of 'Arts' badges.

Recognition of being exemplars of the code of conduct is the responsibility of tutors, who monitor 3C show ups attained by their tutees.

- o 3C badges are issued regularly and kept by pupils for the whole year. Badges are issued for collecting five 3C show ups, providing a pupil has not received a show down or five written warnings. Badges may be removed for a lapse in behaviour. .

Recognition of pupils who have made good progress is the responsibility of all staff, but information regarding the nomination of pupils for this award is collated and monitored by tutors. The badge can be awarded for any aspect of progress e.g. academic, social, attitude, behaviour, sport, music and is kept for the half term.

Recognition of pupils who have attained highly in both effort and achievement:

- o Effort grade badge is issued on a termly basis using information from the academic matrix.
- o Achievement grade badge could be issued on a termly basis using information from the academic matrix
- o Progress badges are awarded for significant improvements from the first half term to the second in effort and/or achievement using information from the academic matrix.

Recognition for service in specific duties in the school.

- o Library service - a badge denoting those pupils who are assisting the librarian in her duties. Given for up to a term and possibly renewable term on term. Criteria for receiving a Library badge to be defined by the librarian and approved by the SLT.
- o Other areas of 'service' to be identified and agreed this term

To facilitate the maximum enjoyment/impact of badges, blazers must be worn to and from school, during all assemblies, and by choice throughout the day. They may **not** be worn during active play.

Sanctions: Prep School

The use of corporal punishment is not used or threatened throughout the school and EYFS settings, nor any punishment which may adversely affect a child's well-being.

All sanctions above Level 1 are recorded. Major sanctions, e.g. suspension or exclusion, whilst few and far between, are noted in a separate Suspension Book held by the Headmaster. Any patterns or links between sanctions issued in boarding and in day school can be identified.

- **LEVEL 1 Verbal Reprimand**

The expectations of behaviour, by all personnel in school, are completely governed by the code of conduct which is embodied in the three Cs – care, courtesy and consideration. It should, therefore, be considered unusual for any pupil to demonstrate unacceptable behaviour, however, with low level transgressions it would be expected that initially a verbal reprimand should resolve the matter. This should be regarded as a warning to the recipient, with the understanding that a repetition of the act would require a more serious sanction. Examples of behaviour which would come into this category of sanction with the average pupil, would include: talking in class, lack of courtesy towards peers and staff, poor manners, unaccountable lateness for lessons, etc

- **LEVEL 2**

- **Written Warning**

If it is considered necessary to record the warning in the pupil's prep diary, then this has the additional benefit of bringing the offence to the attention of the pupil's tutor and their parents as well as any other member of staff who looks in the diary. It can be used to reinforce a verbal warning, or used immediately depending on the offence. The pupil should present the prep diary immediately (or be told to go and get it), and the entry should be made on the current calendar page and initialled by the member of staff. The tutor should be made aware by the tutee at the first opportunity. Written warnings must be entered onto School Manager by the tutor.

- **Loss of free time**

As an alternative or, in addition to the written warning at this level, a member of staff may remove a pupil's free time with immediate effect. An example of where this would be appropriate would be if a pupil wastes lesson time despite being prompted to focus on the task in hand. The teacher may then tell the pupil to present himself at the staff room, with his prep diary, to discuss his behaviour with him/herself and/or the HOE. The pupil could spend most of the break time waiting outside the staff room and be asked to return at a later time if required. This is a teacher-led sanction and is quite distinct to the 'removal' sanction found at Level 5. It should be remembered that music lessons, etc, **cannot** be overridden by the implementation of this sanction. Therefore if a pupil has a music lesson during the intended 'loss of free time' period,

the member of staff will need to delay the sanction until the next available 'free time' period.

- **LEVEL 3 Show Down**

At this level a showdown is the sanction. It is recorded in the pupil's prep diary, in the specific section, giving details and initialled by the member of staff. The pupil is required to hand in the show down to their tutor at the earliest opportunity. If their tutor is away then the HOE should be advised. It can be given immediately for offences such as running in the garden block, talking in prep, a pupil being offensive to a peer, repeated transgressions already given level 1 and or 2 sanctions, offences such as entering out of bounds areas (e.g. the stage, front drive during school time) or for continuous lack of effort with academic work including prep. The significant difference between Level 2 and Level 3 is that it is recorded on the tutor report as well as the child's profile.

- **LEVEL 4**

- **The Referral**

This is a triplicated document which is issued for more serious offences, such as disobedience, rudeness to a member of staff, bullying, stealing, vandalism, aggressive and violent behaviour, etc. The referral may be dealt with by the HOE/Deputy Head, depending on the nature of the offence. However, in all cases all the relevant staff must be informed and the parents. The punishment can take a variety of forms, from loss of stars/detentions/loss of free time/removal from matches or games. If necessary the Deputy Head may refer the matter to the Headmaster, who may implement suspension from school. The member of staff should record the referral on a referral slip available in the Deputy Head's pigeonhole.

- **HoE Detention**

A referral is implemented when a pupil has gained 5 showdowns. Under these conditions the pupil receives a HoE detention following a discussion of the offences with the HoE.

- **The Conduct Card** (not to be confused with the Help Card)

As a result of a referral, either formally submitted or via a verbal referral from tutor to HoE, when a pupil's behaviour/attitude/progress causes concern and a supportive mechanism for monitoring is required, a Conduct Card (amber coloured) may be issued by the HoE in consultation with the tutor. Parents must be informed. The Conduct Card should be viewed as a serious sanction, whereas a Help Card (green) is a helpful way of bringing about improvements to a child's academic progress. It should be monitored on a daily basis by the child's tutor and signed by the HoE or other relevant staff as agreed at the point of issue. Pupils receiving one cross (x) on their conduct card will lose free time with the HOE in the next break or lunch time,

the card will be extended for one additional day. Pupils who are late getting the card signed by the HOE will lose a break time until the time of lateness is made up. Pupils failing to get their card signed by their class teacher will spend their free time looking for the class teacher(s) until all gaps on the card are signed.

Should a pupil be on a conduct card for three consecutive weeks with no improvement, they will move to the next sanction level i.e. a red card.

- **LEVEL 5**

This level should be invoked only in the most serious cases and is intended as a mechanism for dealing with major behavioural cases on an individual or ongoing basis.

- **Removal**

Removal is a fast track method of implementing a severe sanction immediately, without prior discussion with the HOE/SLT/parents. All members of staff may implement a removal. It is aimed primarily at those pupils for whom the previous levels of sanction have had little or no effect and whose behaviour at any one time is disruptive or offensive. When a pupil is removed during lesson time they must be escorted to/sent to the 'space' outside Deputy Head's office and complete a detention at the earliest opportunity during that day. The efficacy of this sanction depends on the immediacy of its implementation. However, a written referral must be given to the Deputy Head who will subsequently inform the relevant tutor/HOE/parents. The duration of loss of free time, i.e. 'removal', will vary to some degree according to the offence, and will be determined by the Deputy Head. However, a pupil should beware of being 'removed', as the next infringement could initiate the following item or even a level 6 sanction.

- **On Report**

Being 'On Report' is an extremely serious situation and is aimed primarily at those pupils for whom the previous levels of sanction have had little or no effect and whose behaviour at any one time is disruptive and offensive. The Report Card (red coloured) is issued by the Deputy Head, following repeated poor behaviour/effort/attitude etc. or a 'removal' and is issued after consultation with the tutor and HOE. Other members of the SLT and the pupil's parents are subsequently informed. It is inserted into the prep diary and used by staff to detail the pupil's behaviour in every lesson/break/lunch/activity/prep/etc and seen by the Deputy Head **and** tutor at least once daily, possibly more frequently, depending on the severity of the situation. The HOE should be kept informed of progress by the tutor on a daily basis as well. There is close communication with the parents over any transgression while the pupil is on report. A prolonged period of corrected behaviour is required before a pupil can be released from being on report.

- **Risk Assessment (Behavioural)**

In cases where a child's behaviour is causing a high degree of concern and has reached Level 5, a Pastoral Risk Assessment form will be completed to ensure that all parties (i.e. school, pupil and parents) are fully aware of the situation and that the specific details are recorded. This will be in conjunction with either a 'removal' or 'on report' situation, whereby expectations and support mechanisms will be identified. It will be administered by the Deputy Head, in consultation with the tutor, HoE, pupil, parent and the Headmaster.

- **Headmaster's Detention**

Should a pupil gain 10 showdowns in a term, a referral is made to the Headmaster, who implements a 'Headmaster's Detention'. The relevant staff and parents are also informed. The impending likelihood of a Headmaster's Detention, i.e. for someone on 8 or 9 Show Downs, should be flagged up with the pupil as well as the Headmaster to try to avoid such a sanction becoming necessary.

- **LEVEL 6**

- **Suspension or Permanent Exclusion** (SEE Exclusions Policy for further details.)

The temporary or permanent exclusion of a pupil from school can only be instigated by the Headmaster (or his deputy in his absence), following a single or repeated offence of extreme seriousness. The matter would normally come to the Headmaster's attention either via the referral system and when all other avenues of sanctions were deemed to be inappropriate or as a result of a single event of such seriousness as to merit all other levels being missed out.

Suspension may take two forms - internal or external and for a number of days defined by incident/day of the week/calendar events/etc. The number of days will be decided by the Headmaster who will normally inform the Chairman of the Board of Directors of any external suspensions.

Upon return to school, the Headmaster will meet the pupil before releasing him/her to the Deputy Head who will arrange appropriate next steps before resuming normal lessons.

Rewards: Pre-Prep Department including Reception (EYFS)

Good behaviour, effort and achievement are recognized in the following ways.

- Verbal praise is given by all members of staff, not just class teachers, for achievement and effort in both academic work and behaviour. It is important that this starts from the earliest days in Reception (EYFS).

- Verbal praise can initially be reinforced by drawing their achievement or behaviour to the attention of other members of staff and in exceptional cases to members of the SLT.
- Pre-Prep stars are a more formal reward for academic achievement or good behaviour. They are recorded by the class teacher and equate to a Prep school show up. They are collected over the year and are included in the Element Competition. As with the Prep school, there is a 'pastoral element' to the final definition of each pupil's star award, based on their overall behaviour and attitude throughout the year.
- Stars form part of an annual Element competition, and on a termly basis, the Element Heads recognize Pre-Prep individuals who have gained the most stars within their year. Additionally the Pre-Prep have their own trophy for the winning Element in the Star Competition – awarded twice termly.
- Golden Awards are made weekly to individuals in each class based on achievements in the Golden Rules. Under these criteria the awards are made for the whole term, the child receiving an annotated leaf, which is placed on the Golden Tree for all to see. The presentations are made weekly in the Pre-Prep assembly. Golden Awards are recorded in the pupil profiles and Golden Award book.
- Class prizes are awarded on Speech Day for effort, achievement and/or progress over the year. The 3Cs Cup (The Grundy Cup), the Gamble Performing Arts Trophy, the Jones Swimming Award and the Reading Cup are also presented at Speech Day. Following the format of the Prep school, the winners are published on the day of Prize Giving.

Badges

- Reinforcement for verbal praise is made in the form of stickers, which either go in the relevant book or on the relevant person!
- Year 3 'super stars' are awarded to children who are held up as positive models for other children in the Pre Prep. The 4 categories are:- reading, changing, hard work and helpfulness. This award is made in assembly and the badge handed on to the next winner(s) – every three weeks or so. Super Stars are recorded in the pupil profiles and in Superstar Book.

a) Pre-Prep Department: Rewards

Good behaviour, effort and achievement are recognised in the following ways.

- Verbal praise is given by all members of staff, not just class teachers, for achievement and effort in both academic work and behaviour.
- Verbal praise can initially be reinforced by drawing their achievement or behaviour to the attention of other members of staff and in exceptional cases to members of the SLT.
- Pre-Prep stars are a more formal reward for academic achievement or good behaviour. They are recorded by the class teacher and equate to a Prep school show up. They are collected over the year and are included in the Element Competition. As with the Prep school, there is a 'pastoral element' to the final definition of each pupil's star award, based on their overall behaviour and attitude throughout the year.

- Stars form part of an annual Element competition, and on a termly basis, the Element Heads recognize Pre-Prep individuals who have gained the most stars within their year. Additionally the Pre-Prep have their own trophy for the winning Element in the Star Competition, awarded twice termly. Each child receives a Star Prize at the Pre-Prep Prize Giving afternoon. In each class the three children achieving the highest star totals receive a bronze, silver or gold award.
- Golden Awards are made weekly to individuals in each class based on achievements in the Golden Rules. Under these criteria the awards are made for the whole term, the child receiving an annotated leaf, which is placed on the Golden Tree for all to see. The presentations are made weekly in the Pre-Prep assembly. Golden Awards are recorded in the school newsletter and the Golden Award book.
- Class prizes are awarded at Pre-Prep prize giving for effort, achievement and/or progress over the year. The Grundy Cup (ambassador) and Reading Cup are also presented at Pre-Prep prize giving. In addition, there are prizes awarded for Forest School, Drama and swimming. Following the format of the prep school, the winners are published on the day of Prize Giving.

Badges

- Reinforcement for verbal praise is made in the form of stickers, which either go in the relevant book or on the relevant person!
- Year 3 ‘super stars’ are awarded to children who are held up as positive models for other children in the Pre Prep. The 4 categories are reading, changing, hard work and helpfulness. This award is made in assembly and the badge handed on to the next winner(s) – every three weeks or so. Super Stars are recorded in the pupil profiles and in Superstar Book.

b) Pre-Prep Department: Sanctions

The main thrust of the current sanction policy is to remind, re-iterate and reinforce the behaviour of the pupils according to the code of standards exemplified by the Golden Rules.

The use of corporal punishment is not used or threatened throughout the school and EYFS settings, nor any punishment which may adversely affect a child’s well-being.

- **LEVEL 1**

- **Verbal Reprimand**

At the time of the offence a verbal reprimand is given to the pupil(s) expressing disapproval/disappointment and a reminder is given of the correct, acceptable behaviour.

This makes up the majority of sanctions needed with young children in the Pre Prep, but where unacceptable behaviour becomes more frequent the following sanctions may be used as felt appropriate.

- **LEVEL 2**

- **Loss of free time**

On the playground a further occurrence, after a verbal reprimand, may result in 'time out'. The pupil will be removed from playing to sit on the step (by the Year 2 line) for a short period (e.g. 5 minutes).

Where a pupil fails to respond to a verbal reprimand or 'time out' they may lose free time (playtime) and remain indoors under supervision.

The use of the 'name on the board' strategy for low level disruption has proved an effective deterrent in Year 3. When a pupil displays low level unacceptable behaviour (e.g. interrupting or chatting during work time) their name is put on the classroom board. If their name appears 3 times in a day they are sent to the Head of Pre-Prep and may lose free time, write an apology, etc. or, if appropriate, be given a red spot (see level 3).

- **Recorded**

At Level B, incidents should be recorded in the Incident Book in the staff room or a memo added to the Incident Folder in Head of Pre-Prep's study, the incidents will then be noted on the pupil's Profile.

Any concerns that staff may have or, that a parent or child report, regarding any child's behaviour will be discussed in staff briefing so that all staff can help monitor the situation.

- **LEVEL 3**

- **Notification of parents**

If, after the sanctions at Level 2B, a pupil continues to display inappropriate behaviour, his or her parents will be contacted and it will be recorded on the child's Profile.

- **LEVEL 4**

- **The Referral**

Repeated poor behaviour will be discussed with the parents. If necessary a 'behaviour programme' will be implemented in discussion with parents, pupil, class teacher and Head of Pre-Prep. The Deputy Head will be kept informed and all meetings minuted. The information will be noted on the pupil's Profile..

In exceptional circumstances, where repeated actions as outlined above do not appear to be moderating behaviour or where the behaviour is seriously poor (e.g. bullying or swearing), the pupil may be sent to the Deputy Head or the Headmaster. The parents will be informed of the action taken.

- **LEVEL 5**

This level should only be invoked in the most serious cases and is intended as a mechanism for dealing with major behavioural cases which are not otherwise moderating.

- **Removal**

Removal is a fast track method of implementing a severe sanction immediately, without prior discussion with Head of Pre-Prep/SLT or parents. It is aimed primarily at pupils who display seriously disruptive or offensive behaviour. A child must be accompanied to the Head of Pre-Prep's office by an adult. Should the Head of Pre-Prep not be in the building, the pupil should be taken to one of the TA areas away from a 'group situation' in a classroom until the Head of Pre-Prep or the Deputy Head can be informed. Parents will be informed of the sanction and both parents and pupil will be made aware of the seriousness of the next stage.

- **Individual Behaviour Plan**

In cases where a child's behaviour is causing a high degree of concern and has reached Level E, an Individual Behaviour Plan will be completed to ensure that all parties (i.e. school, pupil and parents) are fully aware of the situation and that the specific details are recorded. Expectations and support mechanisms will be identified, in consultation with the pupil, parents, class teacher, Head of Pre-Prep, Deputy Head and Headmaster.

- **LEVEL 6**

- **Suspension or Permanent Exclusion** (SEE Exclusions Policy for further details.)

The temporary or permanent exclusion of a pupil can only be instigated by the Headmaster (or his Deputy in his absence) following a single or repeated offence of extreme seriousness. It is the measure of last resort when all other avenues have been explored or the behaviour is so serious as to merit all other levels being missed out.

(c) Behaviour Management at the Nursery

The named person for managing behaviour will advise other staff on behaviour issues and along with each team leader will keep up-to-date with legislation and research and support changes to policies and procedures in the nursery; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external

training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training.

When children behave in unacceptable ways:

- Physical punishment (corporal punishment) such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent personal injury;
- Children will not be singled out or humiliated in any way. Staff within the nursery will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity;
- Staff will not raise their voices in a threatening way;
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome;
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he or she has done. It may also include the child apologising for their actions;
- Parents will be informed if their child is 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 their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellor;
- Children need to be helped 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;
- Confidential records will be kept on any negative behaviour that has taken place. Parents will be informed and asked to read and sign any entries concerning their child;
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs;
- Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour plan will be implemented;
- Where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking, etc, the manager should complete risk assessments identifying any potential triggers or warning signs ensuring the safety of other children and staff at all times. In these instances it may be that the child is removed from that area until they have calmed down and/or restraining techniques are used by trained staff;
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

Pupils are offered support by use of the green Help Card as a way of bringing about improvements to a child's behaviour. The card is monitored by the tutor at registration times and the Head of Element on a daily basis. Decisions to remove a pupil from a Help Card or escalate them to a Conduct Card is made in consultation with the Deputy Head. Some pupils may also be assigned a mentor, who they can seek support from at either an agreed appointed time or on an ad hoc basis, as needed. Where the school feels it would be of benefit, the recommendation of counselling sessions with one of the school's approved counsellors is made to parents.

SEARCHING & CONFISCATING

The Headmaster and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupil)

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

PHYSICAL RESTRAINT

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of pupils"

All of our staff understand the circumstances in which reasonable minimum force may be used, both as part of their induction and ongoing management of pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance entitled 'Restraint' which includes:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Headmaster immediately after he has needed to restrain a pupil physically. The school will always inform a parent within 24 hours or as soon as is practicable when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a protocol for managing that individual pupil's behaviour.

MALICIOUS ACCUSATIONS AGAINST STAFF

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headmaster will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy.

CROSS REFERENCES

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

COMPLAINTS

The school hopes that parents will not feel the need to complain about the operation of its behaviour management policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

The Board of Directors understands it is their responsibility to oversee, monitor and review this policy and to ensure its implementation.