WEST HILL PARK

RADLEY SCHOOLS GROUP

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 in schools*

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 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 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 pastoral or academic contributions, effort, industry, general good behaviour, kindness, 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 fortnight. 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 they achieve the next level of attainment.

Show Head of House

Where work, attitude or effort is of a very good quality that it should gain greater acclaim than a Star Reward, a 'Show Head of House' can be awarded. This can be pastoral as well as academic. 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 iSAMs.

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 iSAMs.

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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.

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 Year, 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.

For children with recognised special educational needs/disabilities or behavioural problems a great deal of immediate, consistent feedback is vital and reasonable adjustments to the system are made for these pupils as required by the Equality Act 2010.

Pupil Concerns recorded on CPOMS

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 CPOMS. An automatic notification is circulated to the Form Tutor and the Head of Year 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 Year 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 Year, in consultation with the Deputy Headmaster, may authorise an appropriate sanction detailed below.

Pupils in Years 1 and 2 follow the same system. There is much more emphasis placed on the Class Teacher to deal with behaviour choices.

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 within the same lesson will incur a debit. The teacher should record the incident on iSAMs and C-POMS as appropriate.

Stage 2 Debit

When a pupil repeatedly fails to meet the accepted standards in work or conduct, staff may award a behavioural/academic debit. There will be a short consequence (approx 5-10 minutes) for the award of a behavioural debit which reflects the reason the debit has been given, for example a brief letter of apology or reflecting how their behaviour could have affected others. The member of staff will discuss the consequence with the pupil and the pupil may complete the task in Lunchtime Catch up Club as appropriate. For an academic debit the teacher may give repeat or extension work as appropriate.

Behavioural and academic debits will not roll over from week to week but a running total will be kept and reviewed by the Head of Year. A week will run from Friday to Thursday. 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.

All information must be recorded on iSAMs and CPOMS as appropriate and the Head of Year informed. If the magnitude of the problem is such that a tutor needs support, then the Head of Year should make contact with the parents.

Pupils in Year 1 and 2 will not receive debits but will have a 5 minute consequence / task to reflect.

Stage 3 Head of Year Detention

Three behavioural or academic debits within a week will lead to a detention with their Year Group Leads. If more than three behavioural or academic debits are accrued within a week, in addition to a House detention, further action may be taken by the Head of Year or the Deputy Headmaster.

For more persistent behavioural or academic matters, such as accruing 3 debits within one week, or for more serious acts of misbehaviour, a Head of Year detention will be awarded. The pupil will complete a written reflection, or similar, with their Head of Year, who will inform parents. The

Heads of Year will liaise closely with the Deputy Headmaster to ensure consistency. The incident will be recorded on iSAMs and C-POMs.

For Year 1 and Year 2 three timeouts within a week will lead to a reflection task with their Year Group lead.

Stage 4 Deputy Headmaster's 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 HoY will refer the matter for a Deputy Headmaster's Detention.

A Deputy Headmaster's Detention, recorded on CPOMS/iSAMs, will be awarded for persistent or very serious acts of misbehaviour after previous warnings by the HoY have failed to correct the behaviour. The detention will usually take place on a Wednesday afternoon, with pupils being taken out of matches, trips or activities as a result of this sanction.

A pupil is likely to 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.

Four or more behavioural or academic debits accrued within one week will lead to a Deputy Headmaster's Detention (Stage 4)

Monitoring of pupils receiving a Positive Reward Card

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 two 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, formteacher, Head of Year and/or the Deputy Head Pastoral 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 two-week 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.

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

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.

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 J Boddington

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

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:

- 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 Deputy Head Pastoral and at times the SENCO, must work in partnership. Regular discussions should follow to assess progress and adapt targets / strategies.
- EYFS staff may, at times, liaise with the Deputy Head 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, EYFS staff and the Headmaster / Deputy Head will meet with parents to discuss a period of time out, away from school.

Appendices:

Appendix 1 – Procedures for Managing Rewards

These are examples of positive behavior and do not form an exhaustive list

Stage	Suggested Action	Recording of information	Monitoring	Communication
1 Star Award	Award of a Star Reward For beyond what is recognized to be the norm for the individual	Recorded on Class Dojo with reason for award	Tutor and HoH monitor reasons and awarding subjects on a weekly basis	DH to compile fortnightly totals from Class Dojo, HoH will display on House notice boards. Awarding of Star Badges for pupils achieving levels in assembly Email contact with tutor or HoH if appropriate
2 Show HoH	Award of a Show HoH for very good work that is greater than a Star Reward	Recorded with the piece of work, on iSAMs & pupil planner with reason for award	Tutor and HoH monitor reasons and awarding subjects on a weekly basis	Award recorded with the piece of work on iSAMs and in pupil planner Published in bulletin
3 Show HM	Award of a Show HM for excellent work that is greater than a Show HoH	Recorded in iSAMs & pupil planner with reason for award	Tutor and HoH monitor reasons and awarding subjects on a weekly basis	Award recorded on iSAMs and in pupil planner A5 Certificate reward awarded by HM Published in bulletin
4 HM Certificate	Award of a HM Certificate for outstanding work that is greater than	Recorded in iSAMs & pupil planner with reason for award	Tutor and HoH monitor reasons and awarding	Award recorded on iSAMs and in pupil planner

	a Show HM		subjects on a weekly basis	A4 Certificate awarded in assembly. Published in bulletin

Appendix 2 - Stage Descriptors

These are examples of positive behaviour and do not form an exhaustive list

Star Reward

- Achievement of a specific target
- Attitude to work
- Behaviour
- Consideration of others
- Consistency
- Co-operation
- Dedication
- Helpfulness
- Improvement
- Individual achievement
- Individual work tasks
- Initiative
- Looking after visitors
- Neat exercise book
- Neat homework
- Performance
- Politeness
- Positive attitude
- Positive effort
- Punctuality
- Service to School
- Significant progress over time
- Smart Uniform
- Sportsmanship
- Standard of class work
- Standard of homework
- Sustained effort over time
- Other

Show HoH

- For very good academic work, musical or sporting achievement or pastoral contribution that is greater than a star

Star Reward

- Other

Show HM

- For excellent academic work, musical or sporting achievement or pastoral contribution that is greater than a Show HoH

- Other

HM's Certificate

- For outstanding academic work, musical or sporting achievement that is greater than a Show HM
- Other

Appendix 3 - Stage Descriptors

These are examples of negative behaviour and do not form an exhaustive list

Stage 1 – Verbal Warning

- Calling out in class
- Distracting others
- Failing to clear up or making a mess purposely
- Failing to put up a hand to answer a question
- Ignoring instructions
- Inappropriate body language
- Inappropriate conversations in class
- Incorrect equipment for the lesson
- Incorrect PE kit
- Late to lessons
- Not sitting correctly on seats
- Play fighting or boisterous behaviour
- Rudeness
- Running in corridors
- Untidy or incorrect uniform
- Wandering around the classroom
- Work avoidance strategies
- Writing or passing notes in class
- Other

Stage 2 - Debit

- Repeated Level 1 offences
- Being out of bounds within the school (changing rooms, woods, fields)
- Challenging or answering back to staff
- Class work not completed satisfactorily
- Damage or defacing property
- Failure to follow the ICT rules (acceptable use policy)
- Inappropriate contact (poking, hitting)
- Inappropriate gestures
- Inciting others to misbehave
- Interfering with the property of others
- Late for lessons (more than 5 minutes)
- Name calling (not discriminatory in nature)
- Persistent interruption of an adult or child in class
- Prep not completed satisfactorily
- Pushing or boisterous behaviour in the school building
- Spitting
- Swearing
- Throwing items in class
- Other

Stage 3 Head of Year Detention

- Repeated Level 2 offences
- Accumulation of 3 debits in a week
- Dangerous conduct liable to injure another person
- Deliberate damage or vandalism
- Leaving the classroom without permission
- Physical or verbal threats
- Proven threats
- Refusal to follow direct instructions from a member of staff

- Swearing (highly offensive language)
- Throwing objects that could cause serious harm
- Other

Stage 4 Deputy Headmaster's Detention

- Repeated Level 3 offences
  Accumulation of 4 debits within a week
- Accumulation of 6 debits in any half term
- Bullying (wilful and conscious desire to hurt, threaten or frighten)
- In possession of dangerous items
- Physical violence towards staff or pupils
- Discrimination (words or actions that make a person feel frightened, humiliated or ridiculed or undermine self confidence/self esteem due to their colour, ethnic group, nationality, gender or sexual orientation)
- Sexual harassment
- Stealing
- Other

Appendix 4 – Procedures for managing unacceptable behaviour

Stage	Suggested Action	Recording of information	Monitoring	Communication
1 Verbal Warning	Verbal Warning Pupils have the opportunity to correct behaviour	Teacher records on iSAMs and C-POMS as appropriate	Teacher observes for correction of behaviour	Email contact with tutor or HoY if appropriate
2 Debit	Pupil given a Debit. Teacher gives pupil a 5-10 minute consequence / task to reflect. Tutor follows up with pupil. NB. Pupils in Year 1 and 2 will not receive debits but will have a 5 minute consequence / task to reflect.	Teacher records debit on iSAMs and C-POMS as appropriate	Tutor and HoY monitor debits on iSAMs. If pupil gets 2 debits within a week, HoY will speak to pupil.	Parents contacted by tutor if appropriate
3 Head of Year Detention	HoY Lunchtime Detention 35 minutes	Detention is recorded on iSAMs and C-POMs as appropriate	Pupil may be placed on a Positive Reward Card. Pupil offered support from HoY. Monitored by Tutor and HoY	Parents are notified in writing by HoY. Tutor and DH notified
4 Deputy Head Detention	Deputy Headmaster Detention, Pupils will be withdrawn from matches, trips,	Incident recorded on iSAMs and C-POMs	Pupil placed on a Positive Reward Card and monitored by HoY and DH	Deputy Head to contact parents. SLT informed

	activities at the discretion of the DH			