



# HAZLEGROVE

*Deo Juvante*

## BEHAVIOUR AND DISCIPLINE POLICY

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This is a whole school policy which includes the EYFS

### INTRODUCTION

This policy has been developed following guidance from the DFE document 'Behaviour and Discipline in Schools 2020'. This policy includes advice on setting rewards and sanctions, behaviour strategy and the teaching and modelling of good behaviour.

The following points are also important:

- Reasonable adjustments are made for pupils who have special educational needs or disabilities under the Equality Act 2010.
- Support systems are in place for pupils and are managed and implemented by Heads of Section and the Pastoral Leadership Team.
- The school works in collaboration with the parent body and seeks to inform them of any disciplinary procedures taken by the school. The school may request input from outside agencies (such as Educational Psychologists) when needed.
- The transition of pupils from year to year and between schools and sections is managed by the Heads of Section and transition meetings are held at the end of the Summer Term and at the beginning of the Autumn Term within school and at the end of the year for children moving on to the Foundation's senior school, King's Bruton.
- Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff in line with sanctions detailed in this document.

The school keeps a record of sanctions imposed for serious misbehaviour. This is kept on file with the Head's secretary and where appropriate entered onto My Concern or iSAMS by the Deputy Head.

### Physical Intervention

Physical Intervention may only be used to prevent immediate danger or personal injury to all parties. Any event of Physical Intervention must be recorded on My Concern by the Deputy Head and in the **Physical Intervention** record which is kept on file with the Head's secretary. Parents/Carers must be informed on the same day or as soon as reasonably practical. It is understood and acceptable to use reasonable action to separate fighting children or remove a child from a room for their own or others' safety.

## **Corporal Punishment**

Corporal Punishment must not be used or threatened or any other sanction which could adversely affect a child's well-being.

## **Good Practice**

Shouting at children is not acceptable. Respect from pupils is derived from quiet and measured control. Meaningless sanctions, such as lines, must be avoided.

## **AIMS**

- To provide a clear whole school policy which recognises that excellent behaviour is based on developing good relationships which encourage the values of a caring, controlled and co-operative community
- By applying positive policies consistently to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour and manners in the school through the positive approach of rewarding children of all ages and abilities rather than to simply punish bad behaviour
- To instil the School values of Kindness, Integrity, Courage, Generosity, Respect and Grace in our children through positive behavioural management
- To make clear to children the distinction between minor and more serious misbehaviour and for them to understand the consequences of their actions through appropriate use of sanctions
- To treat problems when they occur in a caring, supportive and sympathetic manner in the hope of achieving an improvement in behaviour

## **GOOD BEHAVIOUR IS PROMOTED WITHIN THE SCHOOL THROUGH:**

### **Staff Training**

Staff are informed of pastoral matters and concerns through the Day Book on ISAMS and are given regular school targets for the children which may take the form of a 'Focus of the Week'. One such focus could be consistency in disciplining children for example which is key to promoting good behaviour. Staff are required to familiarise themselves with the policy regularly.

### **High expectations**

All staff are expected to have high expectations of their pupils' behaviour focussing on the areas highlighted in the Pupil Code of Conduct detailed in this policy and communicated to children through tutors. Equally, staff are expected to model good behaviour with each other and the children.

### **Building good relationships and developing a mutual respect**

The school believes that good behaviour is promoted by building good relationships with the pupils. Staff are encouraged to be pro-active in their dealings with the children, by creating positive experiences.

### **Strong tutor system**

Each child has a tutor to whom they may turn if they need reassurance or understanding. The relationship between child and tutor is vital. The tutor is responsible for supporting the children in their care both pastorally and academically.

### **Good communication**

Staff are expected to communicate in person and through My Concern and iSAMS (the school management information system) in order to ensure transparency and to facilitate the appropriate management of children in their care.

### **Positive Parental involvement is vital. Parents can help:**

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By trusting in the professionalism of the teaching body at Hazlegrove in ensuring the best possible outcomes for their child and remembering that staff deal with behavioural problems patiently and positively
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline

## **CODE OF CONDUCT FOR PUPILS**

### **Expectations of all pupils within the Hazlegrove community**

- All members of the school community are asked to respect and care for each other.
- Children should respect the environment and those who work within it.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to be well-behaved, well-mannered and attentive.
- In lessons, children are expected to behave in a way that is conducive to learning through their actions, effort and by what they say.
- Children are expected to apply themselves in all aspects of school life.
- Children should move sensibly around school especially in corridors and between buildings. Children should stay within the prescribed school boundaries.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents may lead to suspension or exclusion. There should be no inappropriate physical behaviour.

- Foul, abusive, inappropriate language and negative personal remarks or labels must not be used in verbal or written form. Children are expected to be polite.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous items to school, or any other item that might cause a problem.
- Children are expected to support the ethos and values of the school by not undermining these principles through their behaviour or language.
- Children should wear the correct school uniform. Small stud sleeper earrings (gold or silver) are allowed in pierced ears but no other jewellery should be worn. Trainers should not be worn unless for a specific reason for which permission has been sought. In the case of lost shoes, daps are provided until shoes are found. Long hair (hair touching the collar) should be tied back in full pony-tails or plaits with hair ties in school colours. Fringes should extend no lower than the eyebrow. No cult haircuts are allowed and no use of wax, hair gel or other fashion hair product is allowed. Hair should not be dyed, but should be smart and well presented.

This code of conduct has been formulated with the safety and well-being of the children in mind, to ensure consistency for all and to enable the school to function efficiently as a place of learning. Tutors discuss these rules with their tutees in order that they understand and adhere to the required code of conduct.

## REWARDS IN THE PREP SCHOOL

Any effective behavioural policy must be built predominantly on a foundation of reward as this is most likely to achieve the desired outcome of promoting the good behaviour of the pupils that Hazlegrove aspires to.

Children can be rewarded for good behaviour, effort and achievement and these can be recognised in the following ways:

- **Praise:** all children respond to praise. We must report good news to tutors as well as bad. Use of the Gold Star stamp in journals allows tutors to track good behaviour in classes. Gold Stars should be initialled (and if time a brief reason for issue added.) In some cases it may be pertinent for tutors/teachers to inform parents if a child has been particularly outstanding in an area although parents are encouraged to check journals regularly to pick up on any patterns, both positive and negative.
- Good citizenship in lessons may sometimes demand more than a Gold Star stamp and in these circumstances the child is rewarded through a Star in the Lower and Middle School. These are awarded in the journal and through the rewards database. Comments may be made explaining the reason for the star highlighting the child's good behaviour. Expectations of good behaviour for Children in the Upper School are naturally higher and so the mechanism for reward is different. Children should be rewarded for behaviour that is perceived to be above and beyond the normal expectations of a Hazlegrove pupil.

Upper school children may be awarded an 'Above and Beyond'. These should be entered in the rewards area in iSAMS.

- Academic achievement is recognised in the Lower and Middle Schools by the awarding of Plus marks (Years 3-6).
- Merits (Years 3-6) can be awarded for exceptional academic achievements in an area. (1 Merit equates to 3 Plus marks).
- Academic Commendations are awarded to pupils in Year 7 and 8 for Academic achievement.
- 'Show HMs' - Head commendations are also awarded for outstanding pieces of work and are celebrated each week in Friday's Celebration Assembly
- Information for all of these rewards is collated each term to provide end of term totals so that the highest achievers may be acknowledged publicly in an end of term assembly. There may also be more regular mention/reward of children who have surpassed expectations in behaviour.
- Certificates: Krypton, Platinum, Gold, Silver or Bronze Certificates are awarded to children in the Lower and Middle School in assembly by the Head for an accumulation of pluses and merits.
- Positions of responsibility in Year 8. Such positions could be Head Boy/Girl, Prefect, or House Captain. These appointments are made after consultation with the relevant members of staff. Year 8s also have the opportunity to be a Monitor for different areas of school life. Pupils apply in writing for these positions.
- Friday Assemblies. Friday morning 'Celebration' assemblies are designed to publicly recognise recent achievements in all areas giving pupils an opportunity to showcase excellent work or receive recognition for other endeavours such as sporting success, music or drama, as well as for good citizenship.

Rewards should not take the form of sweets or other confectionery. A selection of items is available from the Deputy Head for this purpose.

Rewarding good behaviour in the classroom is vital to being effective as a teacher. The **Curriculum Handbook** outlines the expectations staff should have of the pupils and of themselves in order to create a situation where children can be free to learn.

## REWARDS IN THE PRE-PREP

- All staff use positive praise to celebrate good behaviour throughout the Pre-Prep.
- Stars are given for good behaviour and behaviour that reflects our Golden rules
- All pupils from Reception to Year 2 are placed in one of four Houses. If a child has an older sibling in the Pre-Prep, they will be placed in the same House.
- | House    | Colour |
|----------|--------|
| Oak      | Red    |
| Beech    | Blue   |
| Sycamore | Yellow |

Ash

Green

- Each class in the Pre-Prep has a visual behaviour tracker where children are encouraged to reach the gold star for exceptional behaviour, work or kindness. When the children reach the gold star, they receive a gold star on their star chart. When a child has 10 gold stars, they are awarded a house star which they place in a jar in Celebration assembly.
- In the Nursery, staff act as good role models to encourage kind, thoughtful and helpful behaviour from the children. The children receive stars which are awarded when the children follow our Golden Rules. When the children receive 10 stars, they will receive a certificate.
- At the weekly assembly taken by the Heads of Reception or Key Stage One, children are chosen to receive a 'Star of the Week Certificate'. A photo is taken and is displayed on the 'Star of the Week' board.

## Friday Assembly

Weekly Celebration Assembly:

In addition to House stars, one or two children from each class receive a Star of the Week Certificate for a particularly outstanding piece of work or for extra effort that has been made. These are awarded during Friday's celebration assembly.

- Certificates awarded for good behaviour or good work.
- **The Kindness Cup** The cup is awarded for exceptional acts of kindness towards others. This is announced and presented along with a certificate at our Celebration Assembly.

## MANAGING BEHAVIOUR IN THE PREP SCHOOL

### Low-Level Behaviour

In order to manage everyday low-level behaviour staff should use the 'Red Mark' system. Red Marks are recorded by staff in journals in the notes section for each day. Staff should ensure that journals are removed from bags and placed on desks opened at the start of every lessons and prep session. Staff allocate a level 1, 2 or 3 and should initial the mark so that Tutors are able to refer to issuing members of staff. If time permits a comment can be written. The levels refer to the following behaviour and its impact on learning in the lesson with 1 having little impact on others i.e. minor disorganization or disrespect, 2 implying some impact on other's learning, and 3 a bigger impact. For reference, the table below offers some examples of the sorts of behaviour that might result in a Red Mark being recorded.

Red mark	Example of Misdemeanour
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1	<ul style="list-style-type: none"> <li>• No pen, pencil or other essential stationery item.</li> <li>• iPad out for legitimate work but not at teacher's request.</li> <li>• Having to fetch routine materials after the lesson or prep has started.</li> <li>• Doodling in books or on iPad cover.</li> <li>• Shirt not tucked in and no effort to correct, hair not tied up, other inappropriate but minor uniform issue.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Saying inappropriate things to incite poor behaviour in others, inappropriate comments or questions designed to disrupt others.</li> <li>• Not following instructions promptly, especially if then asking for a repeat.</li> <li>• Needing reminders to stay on task and not chatter.</li> <li>• Continuing after a warning with things like shouting out, rocking on chairs....</li> <li>• Procrastinating – not settling down to work and prevaricating or daydreaming whilst not actually distracting others.</li> <li>• Airdropping during a lesson or a prep without permission</li> <li>• Causing minor disruptions in prep – making inappropriate comment under breath to attract unnecessary attention, tapping, using Manga High or other apps inappropriately, allowing the iPad to play music etc..</li> </ul>
3	<ul style="list-style-type: none"> <li>• Ipad not charged, especially at start of day.</li> <li>• Needing to ask other people in prep what the prep is - unless the lesson was missed.</li> <li>• Roaming around in the classroom or a prep inappropriately, without permission.</li> </ul>
iSAMS or, for incidents of unkindness, My Concern	<ul style="list-style-type: none"> <li>• Ipad out and being used for any inappropriate purpose eg taking photos or videos of staff or children without permission, wrong websites etc.</li> <li>• Books for lesson (including ipad) lost or not in school with no real reason.</li> <li>• Any more major or continued interference which is clearly disrespectful / seriously discourteous / dishonest / disrupts others' learning / is repeated with intent / is very unkind to another.</li> <li>• Prep not done without a valid reason.</li> </ul>

The red mark system is a tool to ensure that Tutors are able to identify patterns in a child's daily routine and initiate conversations to find out if there are underlying causes that we are unaware of. Tutors will be expected to check journals regularly to make sure they can identify when isolated incidents have developed into more of a pattern and so require further intervention. The key to effective management at this stage will be positive, supportive dialogue with the child but ensuring that a firm stance is taken and that the child understands why their behaviour is construed as unacceptable. In general, the child will be given the opportunity to remedy the situation. Some form of sanction may be required at this stage but it is expected that any action will have been taken by the class teacher at the time.

There are of course non-negotiables which must be immediately noted in iSAMS or My Concern so that all parties are aware and so that appropriate action can be taken by the Tutor and/or the Head of Section. There are examples in the list above although this list is not exhaustive. Children need to

understand that all of these actions undermine the school's values in some way and that by these actions people and relationships are somehow damaged. They should understand that these areas are unacceptable and non-negotiable.

## **iSAMS and MY CONCERN**

We are very fortunate that the vast majority of pupils at Hazlegrove make the right choices and the overriding perception is that behaviour is very good and conducive to an excellent learning environment. However it is important that we recognise when this is not the case and act appropriately. Most issues can be dealt with at the classroom level by class teacher or tutor and should require nothing more than a reprimand. One purpose of **iSAMS** and **My Concern** is to monitor the behaviour of pupils by recording teachers and tutors' comments on incidents that exceed this threshold during the school day. Poor behaviour by groups or by individual pupils is noted. In cases of unkindness **My Cy Concern** is used and the Deputy Head or Head of Sections then triage the information to ensure all relevant parties are aware and action can be taken and then recorded. **iSAMS** is also used to acknowledge positive approaches to school that are worthy of note.

**Tutors** should be aware of all issues relating to their tutees by keeping up to date with **My Concern** entries and **Journal** entries and then act appropriately to deal with each issue. If a child receives a number of negative **iSAMS** entries in any one week suggesting a pattern of behaviour then the tutor will liaise with their **Head of Section** who will decide on the best course of action.

**Heads of Section** should monitor all issues within their section by checking **iSAMS**, reading emails and **My Concern** entries regarding incidents in which pupils within their section have been involved, by having regular meetings with the tutors in their section, discussion at the weekly Pastoral Leadership team meeting and through consultation with the Deputy Head.

**The Deputy Head will oversee the running of iSAMS and My Concern.**

## **Sanctions - Care and Control of Children**

Wherever possible teachers should deal with any issues arising, whether they be academic or behavioural, as appropriate. It is vital that even the most minor misdemeanours do not go unchallenged. Most will require only a verbal reprimand and reminder of expected behaviour. However, the manner in which this takes place must focus on the right way of doing things in order to facilitate the desired change.

There should always be:

- A conversation with the child to ensure they understand why their actions are not acceptable.
- Evidence of contrition-the child must be sincere in any apology.
- There must be a consequence for any action which may result in a formal sanction.
- The child must accept that their actions have an impact on the community and they must strive to repair any damage done.

Possible sanctions in these situations may include the following depending on each child's need and age:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class



- Move the child from the group to work on his/her own
- Repeat work
- Miss playtime (but must be supervised). Children must be allowed to collect a snack and go to the toilet
- Staff should usually add the actions to the Day Book on ISAMS to ensure follow up by the Tutor

If a child is required to complete work missed, prep that is incomplete or fulfil any other academic requirement that has not been met then staff should use the 'Catch Up' facility. This is a supervised classroom based session that runs for pupils in the Middle and Upper School from **12.45pm until 13.15pm on Monday, Tuesday, Thursday and Friday**. It takes place in the Fitzjames Building. Children should also be reminded that these sessions offer a supervised quiet space if they wish to complete work under their own volition.

If after discussion, a Teacher or Tutor feels that a child's behaviour warrants a more serious sanction pupils may be placed in Detention. This can be completed through iSAMS (Discipline Options). These are supervised sessions during the first lunch slot lasting 30 minutes from **12.45pm until 13.15pm** and will be supervised by the Deputy Head or Head of Section. Detentions should be made as soon as possible to ensure that the sanction is effective and current. Tasks set need to be reflective to help the child understand the consequences of their actions and learn from them. Children should only be entered into these sessions following discussion with the Tutor, Head of Section and/or Deputy Head. Pupils must be informed that they are to attend by the issuing Teacher/Tutor. Failure to attend may result in further sanction.

In most cases there should be no reason to escalate a situation beyond this level as our main aim is to change behaviour rather than punish the individual. However this is not always the case. It may be that there has already been considerable parental contact surrounding an individual but if the measures put in place still do not seem to be working then the Tutor, Head of Section and Deputy Head may decide that the pupil should be placed into a **Deputy Head's detention**. A formal communication will be sent to Parents informing them of the detention and the reasons for its issue. The Tutor, Head of Section and House parents will be copied in on any communication. The Head will also be informed.

Deputy Head's Detention will take place on a **Monday afternoon during a child's club session- 16.25-17.05 for Middle and Lower School, 17.05-17.45 for Upper School. They will also attend the relevant Prep session for their year group.** This time period may be extended with the agreement of parents.

Pupils in the Lower School may be required to attend if the Head of Lower School deems this appropriate but the vast majority of issues will be dealt with by the Tutor in a caring, supportive and fair manner as for the Pre-Prep; children in the Lower School require a more tailored approach as younger children are still learning the limits of acceptable behaviour.

At all times staff should encourage good behaviour through praise and reward. To support pupils in making the right choices in the way that they behave a system of Target cards is also in place. It must be stressed that the issuing of a target card should be seen as a positive step designed for the individual to recognise when they are fulfilling the targets set and giving them short term goals to aspire to. These can be used in tandem with the sanction system but are also useful tools in their own

right. The target card can be implemented at any stage in the behavioural management process if it is felt appropriate.

- **STAGE 1** - In the first instance the Tutor must ensure that there is regular monitoring of the child's journal and any iSAMS / My Concern entries that may appear. If deemed appropriate the Tutor should issue a warning to the child and open a dialogue to ensure that they understand why their behaviour requires improvement and how they could achieve this. This advice should be specific and timed to give the child every chance to modify their behaviour. At this point an iSAMS or My Concern entry should be made to ensure that the Head of Section and Houseparents are aware that there has been an issue. The child's teachers should also be informed and the situation should be discussed at the relevant section meeting. Parents should be informed by the Tutor that there has been an issue and a corresponding entry on to iSAMS or My Concern is made to confirm this. The focus should be on supporting the child to identify how their behaviour affects others and how they can make amends so that we are always striving towards a positive outcome for them.
- **STAGE 2** - Tutors may issue a Green Target Card in response to persistent low-level issues both academically and behaviourally in collaboration with the Head of Section. The Green Target Card should be very much focused on issues that have been identified through the journal entries or related iSAMS / My Concern entries. The child will be issued with the card for a prescribed period of time that is agreed with the child with specific targets related to the desired end goal. The emphasis should be on ensuring that the child identifies for themselves how they can improve and the impact of their behaviour. Tutors should discuss this with the Head of Section to ensure that all extenuating circumstances are taken into account. Parents must be informed of the issue of a Green Target card and in the case of boarders, the Houseparents too. Staff should be encouraged to comment positively on behaviour when it is warranted. If performance is deemed to be sufficiently improved after the agreed timescale then the pupil will be taken off the target card. The tutor is always responsible for monitoring their tutee's performance and is encouraged to inform parents of positive comments made as well as those related to less acceptable behaviour. If there is no visible improvement then in consultation with the Head of Section the Tutor may feel that an escalation to Stage 3 is necessary. All copies of the Target Card should be kept as a hard copy and in electronic form and added to the chronology on iSAMS or My Concern.
- **STAGE 3** - The Tutor and Head of Section may decide that a further period of reflection is required. In this instance an Amber Target Card is issued. This must involve more in-depth conversations with the child and more clarification to the child of what has gone wrong and the implications to him or her and for others. As well as very specific targets for the child there must be some clear strategies put in place to positively engage the child in improving in the targeted areas. Examples could be specific responsibilities in particular lessons to give back to the community and to enhance self-esteem. These strategies will be specific to the child's needs and formulated by the Tutor and Head of Section. It is important that relevant staff are informed of any strategies put in place and of the specific targets on the Amber Target Card. The child should be raised at the relevant section meeting and House parents and Teaching staff should be informed. Communication should be made through iSAMS or My Concern so that all relevant staff can be made

aware. Any further details are recorded for the child as to actions taken. Further communication should be made to parents explaining the nature of the issue/s and strategies in place to resolve them to ensure an open and collaborative approach. The Head of Section is responsible for monitoring performance at this stage and should try to see the child at least daily in conjunction with the tutor. It may be that parents are invited in to discuss the situation with the Head of Section and Tutor.

- **STAGE 4** - If there is still no improvement then the pupil will be moved to a Red Target card that will be monitored daily by the Deputy Head with targets agreed in collaboration with the Tutor and Head of Section. A case conference should be held involving relevant staff to discuss and agree on an approach tailored to the child's needs. Houseparents must be informed of any measures taken and communication made. More stringent measures should be put in place focusing on clear boundaries and support for the child to make sure that they are given every chance to make the necessary improvements. It may be that the child requires more in-depth assessment or counselling support at this stage. At this point a formal communication to parents must be made detailing the reasons for issue and strategies in place. The Deputy Head will send this communication in collaboration with the Head of Section and invite the parents in with the child to discuss the issues and strategies to be implemented. It may be that at this point that the situation requires an automatic interview with the Head.
- Pupils may be fast tracked to any of these levels depending on the nature of the misdemeanour. At any point in this process sanctions may be imposed on discussion and agreement with the relevant staff.

If the situation continues and the child is not responding to the action being taken and the support that they are receiving then this becomes a serious disciplinary issue and Parents will be invited in to meet with the Deputy Head and the Head of Section. If the situation requires it the Head may also be involved at this stage. **(See section 9-More Serious Behavioural Concerns)**

## **MANAGING BEHAVIOUR IN THE PRE-PREP**

For the younger children, minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner. Each case is treated individually.

Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. Verbal reminders of good behaviour e.g "Well done... for listening so beautifully" will be praise for one but also aimed at the child who is not listening.

Zones of Regulation are used as a framework to help the children develop self-regulation and emotional control. It uses a colour-coded system to categorize different emotional states and provides strategies for managing them, leading to improved behaviour and social interactions.. The teachers spend a great deal of time explaining these emotions to the children and working with them to develop the strategies that work best for them as individuals when managing their emotions.

## **Behaviour Management in the Pre-Prep and EYFS**

Our aim is to adopt a programme of behaviour management which supports the children in making good behaviour choices and being considerate of others. Teachers aim to foster in the children, a spirit of self-reliance and independence encouraging an atmosphere of purposeful activity and pride in their achievement.

- **Arrival.** Class teachers are in their classrooms ready to receive their pupils for the start of each teaching session.
- **During Lessons.** Pupils in the Pre-Prep are expected to listen to their teachers and peers without interrupting, and take turns to talk. Once they reach the Lower School, pupils are expected to stand up if a visitor enters the room.
- **Leaving Lessons.** At the end of lessons teachers inform the pupils when to pack up and they are expected to sit on the carpet or leave the classroom quietly and in an orderly manner.
- **Extra Support.** Pupils at Hazlegrove Pre-Prep conduct themselves with a very high standard of behaviour. However, if an individual is struggling to make positive behaviour choices, a discussion is had between the class teacher, Head of EYFS/Key Stage One, parents and Pre-Prep SENCo, when necessary, to identify the cause and to support the development of the child's emotional and social capacity. This could be through a variety of means including 'Time to Talk' programmes, personalised sticker charts or external intervention.
- No child is ever unsupervised in any classroom within the Pre-Prep.

## Rules

In the Pre-Prep, children have a set of Golden Rules which are shared with them during assembly and discussed and referred to with their teacher. The rules, taken from Jenny Moseley, are displayed in the Pre-Prep hall with photographs of the children acting as visual reminders.

Our Golden Rules are:

- Be kind
- Be honest
- Be helpful
- Listen
- Work hard
- Look after property

## Consequences

As previously mentioned, each class has a visual behaviour tracker with their photograph or name on. Every child begins each new day on green, demonstrating expected behaviour, including being polite, working hard, etc. The children can reach the gold star for exceptional behaviour or work, as mentioned above. If children are struggling to make good choices in class, they will be moved down on the tracker and, in this situation, they are encouraged to 'turn their behaviour around'. A child can move up and down the tracker as a result of their behaviour enabling them to have a greater ownership and awareness of their behaviour choices and consequences.

- **Yellow** – a child is moved to yellow if they are not demonstrating expected behaviour and they are encouraged and supported to turn their behaviour around.

- **Orange** – a child is moved to orange if they require time-out to de-escalate and reflect on their actions before positively talking these through with a member of staff.

If a child is demonstrating repeated patterns of poor behaviour then the Head of EYFS/ KS1 must be informed and parents will be invited in to discuss the situation. Parents must be kept informed at all times. If the poor behaviour involves other children **ALL** parties must be informed of the details of the incident/s. It may be necessary to involve the Deputy Head depending on the nature of the events. Serious incidents must always be recorded on My Concern.

Good behaviour is reinforced throughout the school and conduct in lessons is expected to be good. Specific conduct may vary depending on the age of the pupil and the nature of the lesson but all teachers expect their pupils to be courteous and considerate in the classroom, listening to and sharing the ideas of others.

## REWARDS AND SANCTIONS FOR BOARDERS

Incidents which occur during the evening and overnight (6.00pm-8.00am) should be dealt with by the resident duty member of staff and reported to the House Parents or member of staff on duty in the boarding house that evening. The incident should be recorded on My Concern.

During the evening or at weekends the Houseparents or Duty staff are responsible for general discipline and should be consulted in the event of a problem.

Whole school Rewards and Sanctions are not used as such but sociable and caring behaviour is encouraged and rewarded and adverse behaviour is sanctioned. Sanctions used may include early bedtimes, extra duties with laundry etc. (i.e. putting something back into the community). House parents use charts to reward good behaviour. All sanctions (given only by Boarding tutors, duty staff and House Parents) are recorded in iSAMS or My Concern. Boarders' behaviour is also raised at the weekly Boarding Meeting.

## MORE SERIOUS BEHAVIOURAL CONCERNS

Serious incidents must always be recorded on iSAMS or My Concern. These will be dealt with by the Deputy Head in collaboration with the relevant Head of Section and the Senior Tutor. The Head will be kept apprised of the situation.

It is important that staff are open and honest about behaviour that they perceive to be overly challenging to ensure that they receive the support needed to effect change in the pupil and to ensure that there is no lasting impact on the other children. The Tutor, Head of Section and Senior Tutor/Deputy Head will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc. Many issues that arise may be underpinned by a pastoral need. The Pastoral Leadership team meet weekly to discuss all pastoral concerns arising and liaise with the Deputy Head to ensure a consistency of approach and an empathy for the child when imposing sanctions.

If a pattern of poor behaviour involving repeated incidents of teasing, verbal or physical abuse occurs then reference should be made to the **Anti-Bullying policy** and if required, to the **Child Protection**



**and Safeguarding Policy.** The procedures from these policies should be followed if deemed necessary. It is important to note that both the victim and the pupils at fault need to have support. Please see **page 5 Anti Bullying Policy** section titled 'Points Worth Remembering'.

If staff are concerned that a pupil's behaviour is inappropriate or out of character, they may wish to report this to the **Designated Safeguarding Lead (DSL)**. If subsequently a child discloses or reports abuse then procedures as laid out in the **Child Protection and Safeguarding Policy** **MUST** be followed and the DSL must be informed as soon as is reasonably possible.

Major breaches of discipline include:

- physical assault/abuse
- deliberate damage to property
- peer on peer abuse whether physical or verbal
- stealing
- leaving the school premises without permission
- verbal abuse
- refusal to work
- continually disruptive behaviour in class

This type of behaviour rarely occurs and it is the responsibility of the Deputy Head who will deal with it appropriately, referring to the sanctions in place as outlined above, particularly if the issue keeps recurring. Strategies to support the child will be agreed with the Pastoral Leadership team and put in place to ensure that both the parents and the school are satisfied that every opportunity to modify the poor behaviour has been attempted.

The standard procedure for issues of this nature follow a set pattern. Failure to improve ordinarily leads automatically to the next stage, each stage is recorded by the Deputy Head and managed with the support of the Tutor and Head of Section.

The stages are as follows:

- A verbal warning by the Head of Section or Deputy Head and the parents notified.
- A letter to parents informing them of the problem requesting a meeting with the Deputy Head and Head of Section (Head informed).
- Following a review of the information and discussion with the Head of Section, Deputy Head and other involved parties the Head may decide that the child requires a period of time away from school to reflect on his/her actions and an opportunity for a 'cooling off' period.
- Children may be withdrawn from lessons for an agreed period of time to work outside the Head's study.
- If the problem is severe or recurring then suspension procedures are implemented.  
Suspension: means that the Pupil is sent or released home for a limited period as either a disciplinary sanction or pending the outcome of an investigation or pending a Governors' Review.
- Occasionally Boarding pupils may be sent home but continue their learning as a Day pupil if this is felt appropriate.



- A case conference involving parents and support agencies.
- Permanent exclusion after consultation with the Governing Body (see **School Exclusion Policy**). This may happen in a number of formats. If the pupil is required to leave the school permanently then this is classed as an Expulsion.  
However, parents may be offered the chance to Remove or Withdraw the Pupil permanently.  
Reference should be made to the school's **Terms and Conditions** for further information.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child

**N.B.** In the case of a very serious problem the normal procedure may be abandoned and result in the child being taken home straight away.

Suspension and Exclusion must always be recorded in a pupil's record.