



HEYWOOD PREP
CORSHAM

BEHAVIOUR, REWARDS, DISCIPLINE AND EXCLUSIONS POLICY

**Updated
January 2018**

1. Introduction

This Policy applies to:

- the entire setting including the EYFS and after school and holiday clubs;
- all staff, volunteers, pupils and visitors to Heywood Prep.

The named designated person in charge of whole school behaviour is: Mr Thom Ruane, School Organisation and Discipline.

The named designated person in charge of behaviour in EYFS is: Mrs Anna Lawrence, Head of Pre-Prep.

2. Background

At Heywood Prep we are committed to establishing a learning environment that promotes positive behaviour, self-discipline and relationships where children treat each other with care and respect. We support children as they take increasing responsibility for themselves and their actions.

This policy has regard to the DfE guidance 2011 'Behaviour and Discipline in Schools'.

The school provides professional development and support for staff to enable them to remain up-to-date in strategies for behaviour management and have a good understanding of the school's approach.

The government's adviser on behaviour has produced a checklist for teachers on the basics of classroom management. This is provided at appendix 1.

The school will put in place, when required, appropriate pupil support systems to enable pupils to develop acceptable levels of self-discipline and improve their standards of behaviour. This will include, as appropriate, consultation with parents and outside agencies, a behaviour contract with the pupil and a behaviour mentor.

The school's main behaviour management strategies are the Traffic Light System and the House Point System, which are detailed below. Parents should familiarise themselves with these systems when their child joins Heywood Prep, so that they are able to understand and support the school in promoting positive behaviour.

The school recognises that transition into, through and from the school can be challenging times for some pupils and can result in behaviour issues. Staff will approach these times with sensitivity and understanding to help pupils to cope with such situations.

The school will take very seriously any allegation made against a member of staff by a pupil or parent which is found to be malicious. Appropriate disciplinary action will be taken against a pupil found to be making such a malicious allegation, which could include suspension or exclusion.

3. Our Principles

The school attaches importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. All pupils at the school are expected to take a full part in its activities, to attend each school day, to be punctual, to work hard and to follow the school's behaviour policy. The Head (and other members of staff acting on their behalf) has authority to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the school community as a whole. The school's disciplinary policy applies to all pupils when they are on school premises or in the care of the school, or wearing school uniform, or otherwise representing or associated with the School.

The Head is entitled to exercise a wide discretion in relation to the school's policies, rules and regime and will exercise those discretions in a reasonable and lawful manner, and with procedural fairness when the status of a pupil is at issue.

In implementing this policy, any individual needs of pupils will be taken into account and reasonable adjustments made where appropriate in the management of challenging behaviour or the application of sanctions where a pupil has a special educational need or disability. Staff should consult with the Head if they are unsure as to whether reasonable adjustments should be made.

4. Our Practice

- We handle behaviour issues in a way appropriate to the child's stage of development and level of understanding.
- We show that good behaviour is valued.
- We establish clear expectations and boundaries.
- We record all significant incidents relating to behaviour and the sanction administered. Such records are kept centrally and monitored by the Head so that patterns in such behaviour can be identified and appropriate action taken.
- We implement strategies, including the arrangement and management of the classroom, which encourage positive behaviour.
- We demonstrate that a child is still valued even if his/her behaviour is unacceptable
- We encourage positive behaviour
- We ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children at Heywood Prep.
- We share the procedures for behaviour management with parents at induction.
- We identify a named member of staff with responsibility for behaviour management issues. This person has the skills to support staff and liaise with other agencies for further advice and expertise.
- We ensure that all staff, including students and volunteers, do not use any form of physical punishment. We do not use or threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.
- We ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. We ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings. Where restraint is used by staff, this is recorded in writing and parents are informed of it on the same day.
- We ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- We specifically identify behaviour that is unacceptable within Heywood Prep such as bullying, harassment and name-calling. Please see the school's Anti-Bullying Policy.
- We arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- We actively promote high expectations of children's behaviour within the setting.

5. House Point System

General Principles

- House Points should be used to encourage, stimulate and reward children.
- Awarding too few House Points is discouraging and awarding too many House Points can devalue their meaning; a balance must be struck.
- All House Points will be collected in the house point tubes in the main foyer.
- House Points will be collected and totalled every half term.

Procedure

- House Points should be awarded predominantly for recognising effort and academic achievement.
- House Points can also be given as instant rewards for children who model good behaviour, however, this must be used judiciously and without seeming to reward examples of normal expected behaviour. The Traffic Light Behaviour System has an intrinsic built-in reward (Golden Time) for children who always behave well.
- Three House Points will be awarded for excellent effort, achievement or behaviour and is the maximum number of House Points to be given at any one time.
- Two House Points will be awarded for very good effort, achievement or behaviour.
- One House Point will be used to recognise good effort, achievement or behaviour.
- A Head's Award is rewarded with a Golden Star (10 house points), as is a Start of the Week Award.

- Children awarded a Head's Award are recognised for their exceptionally high and significant level of effort, achievement or behaviour. These children will meet with the Head to discuss their award and will receive a Golden Star (10 house points).

6. Traffic Light Behaviour System

General Principles

- The Traffic Light Behaviour System is a behaviour system based on reward.
- This behaviour system is designed for pupils in Reception to Year 6 and applies to all lessons, before and after school clubs and any other time during school hours.
- Each form room will have a 'Behaviour Traffic Light' on the wall which has each child's name, in that Form, on a movable marker.
- All children start each day on the Green traffic light regardless of the previous day's behaviour.
- Any child who stays on the green light all week has 'Golden Time' on a Friday afternoon. This ensures that well behaved children are always rewarded.
- Poor behaviour is addressed by appropriate sanctions and the issuing of Amber or Red Cards to signify the removal of 5 or 10 minutes of Golden Time.
- Golden Time will be organised by the Form Tutors and will consist of activities, generally held in the form room and will involve an element of free choice for the children.

Procedure

- If a child misbehaves beyond the 'expected norms' they are given up to two warnings that they will receive an Amber Card. If a child continues to misbehave, then the staff member will tell the child that they have been issued an Amber Card and will move the child's name marker from the Green to Amber light. If, as a result of being told that they have an Amber Card, the child's behaviour then improves significantly during the remainder of the lesson, the staff member may then rescind the Amber Card and move the child down from Amber to Green. The hard copy of the Amber Card will not be written and no record will be made of the incident.
- If a child does not adjust their behaviour after being told they have an Amber Card then appropriate sanctions will be applied and the child will be issued with an Amber Card resulting in the removal of five minutes Golden Time. Appropriate sanctions may include, for example, the missing of break time or writing a letter of apology.
- For some incidents of misbehaviour, a child may be issued with a straight Amber Card without warning. If a child commits a serious misdemeanour or if the incident has been physical or dangerous in nature, the staff member can issue a Red Card. If a Red Card is issued the child must report to the Head of Department at the end of the lesson or playtime.
- If a child has been awarded an Amber or Red Card during a time when they are not with their Form Tutor (such as during a break time, after school club or with a specialist teacher), then that child must take that card to the Form Tutor who will move the child's marker on to the appropriate coloured light.
- If a child is issued an Amber or Red Card for unacceptable behaviour, a dated sticker notifying parents will be placed in the Pupil Planner. A physical Amber or Red Card detailing the unacceptable behaviour, will also be included in the Pupil Planner. Parents are asked to sign the card and return it to the Form Tutor via the Pupil Planner.
- All Amber and Red cards will be recorded on the pupil's record.

Sanctions

- Any child who receives an Amber Card (which is not then subsequently rescinded due to improved behaviour) will have their behaviour noted in the class behaviour record and the child will miss five minutes of Golden Time on Friday.
- Any child who receives a Red Card or receives two or more Amber Cards in one day will have their behaviour noted in the class behaviour record and they will lose 10 minutes of Golden Time.
- The missing of Golden Time is a cumulative process. However, staff members may use their professional judgement to adjust the actual time a child sits out during Golden Time. This is particularly relevant to the younger children.
- If a child receives 2 Red Cards during the week they are sent to the Head at the end of the lesson or playtime.
- Children report to the Head's office whilst missing Golden Time. The Head may apply additional appropriate sanctions during Golden Time if it is deemed necessary.

7. The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the behaviour expectations on parents' evening and in the parents' handbook. We expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the code of conduct. We try to maintain a dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Department. If these discussions cannot resolve the problem, the formal complaints procedure can be implemented.

8. Monitoring

The school's leadership team monitors the effectiveness of this policy on a regular basis.

The school keeps a variety of records of incidents of misbehaviour and achievements. The form tutors record minor classroom incidents. The Head records those incidents where a child is sent to him on account of bad behaviour.

9. Exclusions Policy

A pupil may be formally excluded from the school, on either a temporary or a permanent basis, if it is proved, on the balance of probabilities, that the pupil has committed a very grave breach of school discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious offences (including, among others, possession or use of illegal drugs while under the jurisdiction of the school, and also persistent bullying).

Investigation of a Complaint or Rumour of Misconduct

A complaint or rumour of misconduct will be investigated. A pupil may be questioned and their belongings may be searched in appropriate circumstances. All reasonable care will be taken to protect the pupil's human rights and freedoms and to ensure that their parents are informed as soon as is reasonably practicable after it becomes clear that the pupil may face formal disciplinary action. In such an event, when questioned, the pupil may be accompanied and assisted by a parent, carer guardian or a teacher of the pupil's choice.

Procedural Fairness

Investigation of a complaint which could lead to exclusion, removal or withdrawal of the pupil in any of the circumstances explained below shall be carried out in a fair and unbiased manner. All reasonable efforts will be made to notify the parents or carer so that they can attend a meeting with the Head before a decision is taken in such a case. In the absence of a parent or carer, the pupil will be assisted by an adult (usually a teacher) of their choice.

Parents will be given a copy of the review procedure and will have the right to request a review of the decision to exclude by an independent panel. The pupil will remain away from school pending the outcome of any such review.

If the parents or the pupil have any special educational needs or disabilities which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) these requirements should be made known to the Head so that appropriate arrangements can be made.

Divulging Information

Except as required by law, the school and its staff shall not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Head has acquired during an investigation.

Drugs and Alcohol

A pupil may be given the opportunity to provide a urine sample under medical supervision if involvement with illegal drugs is suspected, or a sample of breath to test for alcohol consumed in breach of school discipline. All reasonable efforts will be made to contact the parents and to seek their agreement first in such circumstances. A sample or test in these circumstances will not form part of the pupil's permanent medical record.

10. Exclusion of a Pupil in Other Circumstances

Parents may be required, during or at the end of a term, to remove the pupil either temporarily or permanently from the school if:

- (a) after consultation with the pupil and/or parent(s) the Head is of the opinion that by reason of the pupil's conduct or progress the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school;
- (b) if a parent has treated the school or members of its staff unreasonably; or
- (c) if fees have not been paid.

The Head will act with procedural fairness in all such cases, and will have regard to the interests of the pupil and parents as well as those of the school.

Where removal is required, parents have the right to request a review of the decision by an independent panel. The pupil will remain away from school pending the outcome of any such review.

11. Approval & Review

This policy was reviewed in January 2018 and approved by the Head. It will be reviewed on an annual basis. The next policy review will take place in January 2019.



Rebecca Mitchell
Headmistress

Appendix 1

Behaviour Checklist for Teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the How We Work School Rules in Class
- Have a system in place to follow through with all sanctions.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.