



HEYWOOD PREP  
CORSHAM

# BEHAVIOUR, REWARDS, DISCIPLINE AND EXCLUSIONS POLICY

**Updated  
February 2020**

Next Review February 2021

## 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 Tim O'Connell, Deputy Head.

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

This policy should be read in conjunction with the Safeguarding, Anti-bullying, Special Educational Needs and Positive Handling policies which are available on the School's website.

## 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 advisor 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 utilises three different behaviour management strategies to ensure that they are reflective of the children's age and School stage. 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 present 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 also recognises that all children are individuals and as such will all develop and mature at different rates and times and the School will also take this, and any special educational needs into consideration when dealing with behavioural matters.

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 Deputy 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 their behaviour is unacceptable
- We encourage positive behaviour
- We ensure that a copy of the policy and procedures is made available 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, 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 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 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.
- We are actively aware of the Independent School Standard (Guidance for Independent Schools) regarding discrimination and recognise that reasonable and proportionate adjustments to the policy, procedure and sanctions will be made to pupils with additional needs.

## **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, outside the classrooms in The Barn and in the Nursery building.
- 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 (displaying good manners, being helpful, showing kindness) however, this must be used judiciously and without seeming to reward examples of normal expected behaviour.
- 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 house point will also be awarded when a child in the Pre-Prep moves up a level on the beanstalk.

- A Head's Award is rewarded with a Golden Star (10 house points), as is a Star 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).
- The house with the most house points at the end of the academic year will receive an award (usually a special lunch).

## **6. 'Cloud and Sunshine' Behaviour System (Nursery)**

### General Principles

- The 'Cloud and Sunshine' system allows children in the nursery to first assess their feelings at the start of the day and also allows them to move themselves throughout the day. It is a behaviour system based on reward.
- This behaviour system is designed for pupils in the Nursery and applies to all lessons, before and after School clubs and any other time during School hours.
- Each nursery room will have a 'Cloud and Sunshine' visual on the wall which has each child's name, in that room, on a movable marker.
- At the start of the day, each child will place themselves on the Sunshine (meaning they are happy), on the cloud (they are not in a good mood) or somewhere in between.
- Throughout the day the children can move themselves across the spectrum to explain their feelings and the day's happenings.
- Staff can ask children to move themselves throughout the spectrum depending on their behaviour. If their behaviour is unacceptable then Nursery staff can move a child onto the 'Thinking Cloud' where they will remain until their behaviour improves.
- All children start each day where they wish, regardless of the previous day's behaviour.
- Nursery staff can also use their discretion to serve other sanctions such as removal from a particular activity, removal from the room or holding hands with a staff member at playtime.

### Procedure

- If a child misbehaves beyond the 'expected norms' they are given a warning that they will have to move to the Thinking Cloud and possibly face further sanctions as detailed above. If a child continues to misbehave, then the staff member will ask the child to move themselves to the Thinking Cloud. If, as a result of being moved to the Thinking Cloud, the child's behaviour then improves significantly during the remainder of the session, the staff member will ask the child to move themselves off the Thinking Cloud and then back onto the normal spectrum.
- If a child does not adjust their behaviour after being told they are on the Thinking Cloud then appropriate sanctions will be applied and the child's parents will be informed at pick up.

### Sanctions

- It is hoped that for a child of this age, moving them to the Thinking Cloud will be sanction enough to improve behaviour.
- If this doesn't improve behaviour then removal from activities or rooms shall be implemented and parents will be informed when they collect.

- Persistent poor behaviour will be addressed by the Head of Nursery and/or The Head of EYFs in conjunction with the child's parents
- In extreme circumstances then the Head will be informed and she/he will use their discretion in line with the School's exclusion policy (below).

### Reporting

- Class teachers will keep a log of any child being removed from an activity and this record will be overseen by the Head of Nursery who will spot any trends. This information is then passed to the Deputy Head.
- Parents will be informed at the end of the day when a child is removed from an activity

## **7. The Beanstalk System (YR-Y2)**

### General Principles

- The Beanstalk System is a behaviour system based on reward.
- This behaviour system is designed for pupils in Reception to Year 2 and applies to all lessons, before and after School clubs and any other time during School hours.
- Each form room will have a 'Beanstalk' on the wall which has each child's name, in that Form, on a movable marker.
- All children start they day where they finished the day before.
- Poor behaviour will be dealt with by removal. A teacher will first warn the child and then remove them from the activity or ask them to stand next to a teacher in the playground during the next playtime. This ensures that the sanction is immediate and relative to the child's actions.

### Procedure and Sanctions

- Children will be asked to move themselves up the beanstalk when they have done something that deserves praise (examples include good work, politeness, kindness or for doing a 'job', this list is not exhaustive)
- As children move up the Beanstalk they make their way to the Castle where they are rewarded with a token prize. Children are given a house point each step they move up. Children can be moved to the Magic Cloud for exceptional work/behaviour where they receive four house points then move back onto the beanstalk where they left it.
- If a child's behaviour falls below the expected norms then they will first receive a warning, failure to change their behaviour will result in them being asked to move themselves to the Thinking Cloud where they will remain until their behaviour improves.
- For consistent poor behaviour (once the child has been on the Thinking Cloud) then the child will miss some playtime or be removed from the activity (time varies between 5-10 minutes depending on the behaviour). This sanction will be applied at the next playtime.
- For more serious behaviour, (rudeness, name-calling, physical actions) the child will be sent to a member of SLT (usually The Head of Pre-Prep or the Deputy Head) to explain their actions and to discuss their behaviour.
- In extreme circumstances then the Head will be informed and she/he will use their discretion in line with the School's exclusion policy (below).

### Recording

- Any incident where a child is removed from an activity or playtime or where they are sent to a member of SLT will be recorded using an electronic form where the details of the incident will be recorded.
- The member of staff dealing with the incident will enter details onto the child's record on 3Sys
- Parents will be informed in the event of a child being removed from playtime/activity or being sent to a member of SLT.

## **8. Detention System (Years 3-6)**

### General Principle

As children move up through the School the sanction system changes to prepare the children for senior School life. Detentions will be issued to those pupils whose behaviour falls below that expected of a pupil at Heywood Prep. Examples of such behaviour are detailed in the table below. Detentions will be supervised by a member of SLT and will be held at lunch break. Children will be required to report to The Cabin and spend their allotted time carrying out menial tasks while their peers enjoy playtime.

### Procedure

Where a child's behaviour falls below expected norms (see table below for examples) a child will be issued with a 'Short' or a 'Long' Detention. A 'Short' detention will last for 15 minutes and a 'Long' detention for 30 minutes.

- Detentions will be held twice a week and will be staffed by a member of SLT.
- The Deputy Head will use the electronic record to spot trends in behaviour
- A child receiving a detention will also need to report to the Deputy Head during Golden time at the end of that week for a 'Resolution Meeting'.
- A 'class book' will travel around School with each form group as they move to specialist teachers. Comments should be entered in the book (both positive and negative) and the form tutor can track their form's behaviour. If a child's name is entered in the Class Book as a result of disruptive behaviour twice in a day then the child should expect to receive a Short Detention.

### Communication

The member of staff issuing a detention is required to:

- The member of staff giving the detention will fill in the online form with details of the incident
- The member of staff giving the detention will place a detention sticker in the child's planner
- The member of staff giving the detention will enter details onto the child's record on 3Sys
- The member of staff giving the detention will communicate such to the child's parent

The following list of behaviours is not exhaustive and should act only as a guide. In all instances, the School reserves the right to make a professional judgement as to the level of sanction. The Head's decision will always be final.

<b>Short Detention</b>	<b>Long Detention</b>
Unkind behaviour such as name-calling or excluding a peer	Physical actions such as hitting, kicking or biting
Being rude to a staff member or visitor	Persistent rude behaviour
Damaging School property	Bullying
Swearing	Theft
Having their name entered into the class book twice in a day for disruptive behaviour	Persistent disruptions in lessons

In some circumstances, the school reserves to right to determine that an alternative sanction is more appropriate.

## **9. 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' welcome evenings 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.

## **10. 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 Deputy Head records those incidents where a child is sent to them on account of bad behaviour.

For the purposes of reporting, a 'serious sanction' will be classified as such where a child is internally, externally or permanently excluded.

## **11. 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. A child may also be internally suspended whereby they attend School but do not attend lessons and do not have social contact with other children for a set period. In this instance, members of SLT will supervise the child and ensure that they complete work in isolation. 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, 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.

## **12. 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.

## **13. Approval & Review**

This policy was reviewed in February 2020 and approved by the Head. It will be reviewed on an annual basis. The next policy review will take place in February 2021.



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.