

Behaviour and Discipline Policy A Whole School Policy including EYFS

“Twickenham Preparatory School seeks to create a safe, caring and happy Christian environment in which all pupils are valued and can thrive personally, socially and academically.”

Date Revised:	November 2017
Approval Body:	Board of Governors
Authorised by Chair of Governors:	
Date Approved:	22 nd November 2017
Review Schedule:	Annually
Circulation:	Governors, all staff, parents, contractors, volunteers

1. Aims and Objectives

It is a primary aim of the School that every member of the school community feels valued and respected, and that each person is treated fairly and well. The School is a caring community, whose values are built on mutual trust and respect for all. The School's Behaviour and Discipline Policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The scope of this policy goes beyond the school premises. The Behaviour and Discipline Policy applies on any occasion where pupils are identifiable as pupils at the School eg: travelling to and from school, wearing school uniform. It also applies in instances where a pupil's misbehaviour could affect the orderly running of the School, poses a threat to another pupil or member of the public or could adversely affect the school's reputation.

The School has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The School expects every member of the school community to behave in a considerate way towards others. This is reflected in our Golden Rule which is “treat others how you would like to be treated.”

The School treats all pupils fairly and seeks to apply this behaviour policy consistently.

This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than to merely deter poor behaviour.

2. Behaviour Management and Discipline within the EYFS and Pre-Prep Department

The named person responsible for behaviour in the EYFS and Pre-Prep is the Head of Pre- Prep, Mrs B Barnes. Expectations are high with regards to behaviour as they are for the Prep Department. Minor breaches of discipline are dealt with by the duty staff or the Class Teacher. The Head of Pre-Prep is informed of action taken if follow-up is deemed necessary.

2.1. How the School Encourages Good Behaviour:

- We recognise, highlight and praise good behaviour as it occurs. We praise the pupils for behaving well
- We ensure that we are firm but fair and that any criticism is constructive. We explain and demonstrate the behaviour we wish to see
- We encourage the pupils to be responsible for their own behaviour. We reward individuals and groups for behaving well
- We lead by example

2.2. Praise and Rewards for Good Behaviour:

- Individual stickers, smiley faces, stars, merits
- Group table rewards in the classroom and Dining Room e.g. stars, trophy, marbles in a jar. Golden time is given as a class reward to pursue activities of the pupils’ choice
- Comments to parents, about good behaviour are made verbally at the end of the day or written in the yellow Reading Diary
- Examples of good behaviour are recognised in class and assembly
Commendations for individuals and groups are read out in assembly
- Visits to the Head of Pre-Prep as recognition of good behaviour are encouraged

2.3. Sanctions

On occasions the pupils may forget how to behave appropriately and be inconsiderate towards others. In the majority of cases, a firm reminder will be

sufficient to prevent it from happening again. Sometimes, however, this may not be enough and therefore it may be necessary to:

- Discuss the incident with all parties and reprimand individuals as necessary. Separate pupils within the class or playground
- Separate a pupil from the class and refer him/her to the Head of Pre-Prep in the first instance or, if required, to the Deputy Head
- Loss of some or all playtime depending on circumstance
- Loss of privileges enjoyed by others in the class
- Contact parents to inform them of the incident and discuss ways of working together to improve the pupil's behaviour

2.4. Procedure for Dealing with Continued Unacceptable Behaviour

Any unacceptable behaviour by a pupil will be dealt with by staff in the following way:

- If necessary, the pupil will be taken to another room to calm down or to be separated from others
- Parents will be informed if the child's behaviour is of particular concern
- Staff will work with parents to promote good behaviour and a consistent approach will be agreed upon between parents and staff to dissuade unwanted behaviour
- The Head of Pre-Prep will provide information on external professionals if this is necessary
- Information regarding particular pupils' needs will be discussed in weekly staff meetings to ensure continuity of approach from all adults working with the pupils concerned
- If a pupil's behaviour shows no sign of improving, the parents will be asked to meet with the teacher and Head of Pre-Prep to review the strategies that are in place and to set new targets to promote improvement. Outside agencies may be involved to advise/ diagnose if there is an underlying cause for the behaviour e.g. medical or emotional issues. If need be, the Headmaster may also be involved

We will follow these procedures in a way that is appropriate to the maturity and development of the child and the misdemeanour.

3. Rewards and Punishments in the Prep Department

We praise and reward pupils for good behaviour and work in a variety of ways:

- Teachers congratulate pupils, both verbally and in exercise books.
- Teachers give pupils merits for very good work and effort.
- Pupils have their names read out in Awards Assembly when they reach 10, 20, 40, 50, 70, 80, 100 and 110 merits. A Headmaster commendation certificate is awarded for 30 merits and bronze, silver and gold award certificates for 60, 90 and 120 merits.
- Class blue slips are awarded to classes who impress in their attitude and performance. When a class receives three blue slips the Deputy Head is notified and they are commended in Awards Assembly. The class is then given a reward for their effort.
- Impressive behaviour and good manners outside of the classroom are recognised by commendations. A record is kept of any commendation

awarded and these read out by the Head Boy or Girl at Awards Assembly. They are then added to the pupils' merit tally.

- Work or achievement both in and out of school are recognised at the Awards Assembly, and outstanding work also celebrated with parents being invited to attend assembly.
- There is also a weekly Sports Award certificate for the girl and boy who have most impressed each week. This is presented in Awards Assembly.
- In Year 7 and 8 pupils are rewarded for good behaviour and work by receiving either a £5 or £10 Amazon voucher, when they reach significant milestones.
- The school magazine, published annually, includes examples of some of the best work and achievements over the year from the different classes and subjects and is a celebration of the life of the School.

The School always aims to motivate pupils by praise and encouragement. However, we employ a number of sanctions to enforce the School Rules, to ensure a safe and positive learning environment, high standards of behaviour and the smooth running of the School. We employ each sanction appropriately to each individual situation.

Before sanctions are issued, pupils are given clear boundaries within which to operate. Sometimes a reprimand might suffice but in the instances where a pupil persists in unacceptable behaviour, a warning is given and, if necessary a sanction issued. In the Prep Department for Years 3-4, it is rare to go beyond the reprimand/discussion stage.

Possible sanctions include:

- If pupils do not listen carefully to instructions or if they are distracting others, they are asked either to move to a place nearer the teacher, or to sit on their own.
- If the work done by pupils is less than their best, they may be asked to redo a task.
- If a pupil is disruptive in class, the teacher may reprimand him or her or may commend those on task as a way of highlighting good behaviour. If a pupil misbehaves repeatedly, they may be isolated from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers his/her safety and/or the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- If a pupil threatens, hurts or bullies another pupil, the Class teacher records the incident and a sanction is issued which is commensurate with the pupil's behaviour. The Deputy Head is also informed and will make a note of the incident.
- If a pupil repeatedly acts in a way that disrupts or upsets others, the School contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil.
 - Daily Monitoring Form – although not necessarily a sanction, Form Tutors may decide that a pupil would benefit from using one, to improve his/her organisation and focus. These are kept by, and issued after consultation with, the Deputy Head.

- Isolation – a pupil should not be sent out of the classroom. S/he can be isolated at the back or the front of the room or be made to work in another class with prior agreement from the Deputy Head and the colleague concerned.
- A break or lunch time detention – these can be given by the Class / Subject Teacher for persistent offences eg: calling out or disruptive behaviour. If a pupil has failed to produce homework after 24 hours grace, s/he may be kept in to have it completed. This must be supervised by the Subject Teacher. A demerit may also be issued (see below).
If the offence is outside of the classroom, the pupils may be required to assist with jobs around the School eg: cleaning the minibus, tidying the changing rooms. These will be given in consultation with the Deputy Head.
- Demerits – these are issued when a pupil has failed to produce homework after 24 hours grace or failed to heed repeated warnings regarding behaviour. In some more serious circumstances a demerit may be awarded without being given a warning. These count against the pupil's merit tally and against the House total. Demerits are entered in the pupil's homework diary. Pupils from Year 3-8 gaining a demerit will also have a lunchtime detention.
- After School Detention – this is given if a pupil receives three demerits in a term (Years 3 - 8) or in light of a serious single offence eg: fighting. The parents are informed and an after-school time is agreed in line with the pupil's collection or travel arrangements. Detention is from 4pm-5pm and is supervised by the Deputy Head, or a member of the SLT in his absence.
- Saturday Detention – this is given if a pupil in Year 6-8 has already had two after-school detentions or for a one-off serious offence.

In serious cases, further disciplinary action may be necessary. In consultation with the Form Tutor and Deputy Head, the Headmaster may decide on the following:

- To see the pupil with their parents to formalise a probationary period with clear targets that the pupil must meet.
- To suspend the pupil for a period of time.
- To permanently exclude the pupil.

Isolation: Pupils should not be sent out of the classroom. A pupil can be isolated at the back or the front of the room or be made to work in another class with the prior agreement from the Deputy Head and the colleague concerned.

The Class Teacher / Form Teacher should discuss the School Rules with his/her class and display them clearly in the room. If there are incidents of poor behaviour, the Class Teacher/ Form Tutor will discuss these with the whole class during circle time or tutor time. The School Rules are clearly displayed around the School. They can be summarised by the overriding principle to treat others as we would wish to be treated ourselves.

The School does not tolerate bullying of any kind. If the School discovers an act of bullying or intimidation has taken place, immediately action is taken to stop any further occurrences. While it is very difficult to eradicate bullying, we do

everything in our power to ensure that all pupils attend school free from fear. Please refer to the School's Anti-Bullying Policy and strategy.

4. Use of Reasonable Force

Members of staff are made aware of the regulations regarding the use of force by teachers, as set out in the DfE guidance "Use of Reasonable Force" 2013. Staff only intervene physically to control or restrain pupils or to prevent injury to a pupil. It can also be used if a pupil is in danger of hurting him/herself or if property is likely to be damaged. Examples would be leading a child by the arm out of the classroom or breaking up a fight.

The actions that we take are in line with government guidelines on the restraint of children.

In all cases "reasonable" means using no more force than is needed. It can be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Force is never used as punishment: teachers in the School do not hit, push or slap pupils. Corporal punishment is never used.

The decision on whether or not to intervene physically is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is recognised that reasonable adjustments may need to be made for children with a disability or SEN.

5. Screening, Searching and Confiscation

This policy follows closely the guidelines set out in "Screening, searching and confiscation" (DfE, Feb 2014). Staff can search a pupil with the pupil's consent for any item banned under the School Rules. Banned items include chewing and bubble gum, items containing nuts, toys, medicines, phones and electronic games.

The Headmaster and members of the Senior Leadership Team may search pupils or their possessions, without consent, where they suspect that a pupil may have certain prohibited items eg: alcohol, knives or stolen items.

Staff can confiscate any banned or prohibited item found in a search which is considered harmful or detrimental to school discipline.

To search a pupil the member of staff must be authorised by the Headmaster and be of the same sex as the pupil. There should also be a witness (another staff member) present. Ideally they should be the same sex, although this may not be possible if on a school trip or visit.

The police would be contacted if prohibited items such as knives or drugs were found. With regard to stolen items, police would not be involved when dealing with low value items such as pencil cases but may be if the items were valuable (iPods/phones) or illegal (alcohol/fireworks).

6. The Role of the Class Teacher / Subject Teacher

It is the responsibility of all teachers to ensure that the School Rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers / subject teachers have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.

The class teacher / subject teacher treats each pupil fairly, and enforces the School Rules consistently. The teachers treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, the class teacher / subject teacher keeps a record of all such incidents. In the first instance, the class teacher / subject teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Pre-Prep or the Deputy Headmaster.

The class teacher / subject teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

7. The Role of the Class Teacher (Pre-Prep) / Form Tutor (Prep)

The principal duty of a Tutor is to establish and develop as supportive a relationship as possible with his/her class, being available to talk and listen on a regular basis.

Tutors encourage pupils to be organised both as they prepare for the day and at the start of each week, as they sign and monitor the Homework Diaries.

PSHE, Tutor Time and circle time are used to consider appropriate behaviour within the school community and to reinforce the School Rules and ethos.

Tutors follow up with the pupils any demerits issued by subject teachers. In liaison with the Deputy Head, they may issue a monitoring form for the pupil or contact the parents to inform them of the situation.

8. The Role of the Deputy Head

The Deputy Head, in liaison with the Headmaster, supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Deputy Head keeps records of all reported serious incidents of misbehaviour and sanctions and after-school and Saturday detentions.

The Deputy Head liaises with Subject Teachers, Form Tutors and the Head of Pre-Prep concerning incidents of unacceptable behaviour and gives support and advice regarding appropriate action to be taken.

Following the award of three class blue slips, the Deputy Head will reward those concerned, in liaison with the Form Tutor.

9. The Role of the Headmaster

It is the responsibility of the Headmaster, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the School. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all pupils in the School.

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a pupil. These actions are taken only after the Governors have been notified.

10. The Role of Parents

The School collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.

The School Rules are explained in the annual Parent Information Booklet and the introductory guides to both the Pre-Prep and Prep Departments. Parents are expected to read and support the School Rules.

Parents are also expected to support their child's learning, co-operating with the School, as set out in the Parental Agreement Form. The School tries to build a supportive dialogue and parents are informed if there are concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to punish a pupil, it expects parents to support the actions of the School. Should parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher / Form Tutor. If the concern remains, they should contact the Head of Pre-Prep / Deputy Head and failing that the Headmaster. If these discussions cannot resolve the problem, parents should follow the School's complaints procedure and, in the case of permanent exclusion, the Governor Review procedure.

11. The Role of the Governors

The Headmaster has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

12. Fixed-term and Permanent Exclusions

The School does not wish to exclude any pupil from school, but sometimes this may be necessary. The School takes into consideration the standard national list of reasons for exclusion, and the standard guidance, "Guidance on Exclusion from Schools" (DfE, 2012). The School refers to this guidance in any decision to exclude a child from school.

Only the Headmaster (or the acting Headmaster) has the power to exclude a pupil from school. The Headmaster may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headmaster may exclude a pupil permanently. It is also possible for the Headmaster to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Please refer to the School's Exclusion Policy for full details.

13. Allegations Against Staff

Where a pupil makes a malicious allegation against a member of staff, s/he is advised to keep an accurate note of events and circumstances. The Headmaster will then decide whether to take disciplinary action in accordance with the DfE guidance 'Dealing with allegations of abuse against teachers and other staff' 2012. A quick resolution of the allegation will be the top priority and staff suspension will not necessarily be the default option.

Where a malicious allegation is made by the parents, the Headmaster will consider whether to require the parents to withdraw their child from the School on the basis that they have treated the School or a staff member unreasonably, in accordance with the School's Terms and Conditions.

14. Drug and Alcohol Related Incidents

It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil needs medication during the school day, the parent or guardian should notify the School and ask permission for the medication to be brought (see First Aid & Medical Policy).

The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be temporarily excluded until a proper investigation into the incident has been carried out. Such behaviour can result in permanent exclusion from the School. The police and social services will be informed if appropriate.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home.

It is forbidden for anyone, adult or pupil, to bring onto the school premises illegal drugs. Any pupil who is found to have brought to school any type of illegal substance will be temporarily excluded until a proper investigation into the incident has been carried out. Such behaviour can result in permanent exclusion from the School. The police and social services will be informed if appropriate.

If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the School. The police and social services will also be informed.

15. Monitoring and Review

The School keeps a variety of records concerning incidents of misbehaviour. Staff will issue demerits for misbehaviour, which are kept by the Form Tutor. The Deputy Headmaster records those incidents in which a pupil is sent to him/her on account of bad behaviour and detentions. Conversations with parents are also noted and the relevant staff informed.

Consideration will also be given to any religious requirements affecting a pupil. Where expulsion is considered, the School will ensure that a pupil with a special educational need or disability is able to present their case fully.

In accordance with The Equality Act, 2010, the School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability.

The Headmaster monitors the effectiveness of this policy on a regular basis, and reports to the Governing Body as appropriate.

Appendix 1

Table of Substantive Changes from October 2016

Where	Change
Clause 3	Update to class blue slips
Clause 3	Update to Year 7 & 8 rewards