



Behaviour Management 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.”

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Contents

1. Introduction.....	2
2. Roles and Responsibilities.....	3
3. School Rules and Guidelines	3
4. Behaviour Management	4
5. Behaviour Management within the Prep Department.....	4
6. Behaviour Management within EYFS and the Pre-Prep Department.....	8
7. Misbehaviour Outside of School or Online	10
8. Use of Reasonable Force	10
9. Searching and Confiscation.....	11
10. Electronic Devices	13
11. Allegations Against Staff	14
12. Contextual Safeguarding	14
13. Pupils with Special Educational Needs and Disabled Pupils.....	14
Appendix 1: School Rules & Pupil Guidelines	16
Appendix 2: Roles and Responsibilities.....	19

1. Introduction

At Twickenham Prep School ("the School") our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional wellbeing of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. We aim to develop qualities of teamwork and leadership through our programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs B Barnes.

The School has a number of rules and guidelines [Appendix 1](#), but our Behaviour Management 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's community of Governors, staff, parents and pupils adhere to an established routine and code of conduct. The Staff Code of Conduct is available to staff on the Reference Drive and the School Rules are displayed prominently around the School.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation, so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and Guidelines and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online or outside of School. The School's Anti-Bullying Policy is available on the website. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

2. Roles and Responsibilities

The roles and responsibilities of governors, staff, parents and pupils involved in the implementation of this policy are detailed fully in [Appendix 2](#). These include the roles and responsibilities of:

- Governors
- Headmaster
- Deputy Head and Head of Pre-Prep
- Class Teachers (Reception – Year 3) and Form Tutors (Prep)
- Subject Teachers
- Other Staff
- Pupils
- Parents

3. School Rules and Guidelines

The School always aims to motivate pupils by praise and encouragement. However, a number of sanctions are employed to enforce the School Rules and Guidelines, to ensure a safe and positive learning environment, high standards of behaviour and the smooth running of the School.

The Class Teacher/Form Tutor discusses the School Rules and Guidelines with his/her class. 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.

They can be summarised by the overriding principle of treating others as we would wish to be treated ourselves.

4. Behaviour Management

Behaviour is closely monitored across the whole school and forms part of the School's Pupil Assessment Procedure. Behaviour grades are awarded by Class Teachers, Form Tutors and Subject Teachers to give an indication of a pupil's behaviour in lessons or around the school. Good behaviour is a precursor to having the right attitude to learning and the expectations are that all the pupils should be kind and respectful to all members of the community at all times, in line with the school's values [Appendix 1](#). For further details refer to the Assessment Policy.

5. Behaviour Management within the Prep Department

5.1 Encouraging Positive Behaviour

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils in a variety of ways:

- Teachers congratulate pupils, both verbally and through written comments in their exercise books.
- Teachers give pupils merits for very good work and effort.
- Pupils have their names read out in Celebration Assembly when they reach 10, 20, 40, 50, 70, 80, 100 and 110 merits. A Headmaster's commendation certificate is awarded for 30 merits and bronze, silver, gold and platinum award certificates for 60, 90, 120 and 150 merits respectively. When pupils reach 150 merits they are also presented with a silver merit lapel badge in recognition of their efforts.
- Class commendations are awarded to classes who impress in their attitude and performance. When a class receives a commendation the Deputy Head is notified and they are recognised in Celebration Assembly. When a class receives three commendations their tutor will reward them for their efforts. Classes play an active role in discussing the nature of this reward with their teacher.
- Individual and group commendations are awarded for impressive effort, behaviour and good manners both inside and outside of the classroom. A record is kept of any commendation awarded to a group or individual and these are read out during Celebration Assembly. Pupils receiving a commendation also receive a merit.
- Work or achievement both in and out of school are recognised during the weekly Celebration Assembly, and outstanding work is also celebrated with parents being invited to attend assembly.
- There are also weekly junior and senior Sports Awards for the pupils who have most impressed each week. These are presented in Celebration Assembly.
- In Year 7 and 8 pupils are rewarded for good behaviour and work by receiving a £5 Amazon voucher, when they reach 25, 50 or 75 merits and a £10 Amazon voucher when they reach 100 merits.

- The school magazine, published annually, includes examples of some of the year's best work and achievements from the different classes and subjects and is a celebration of the life of the School.

5.2 Managing Poor/Unacceptable Behaviour

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules and Guidelines at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and Guidelines, and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

Teachers undertake to apply any sanctions fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at the School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding & Child Protection Policy.

Examples of sanctions that are used in the School include (but are not limited to):

- Verbal reprimand from a member of staff
- Parents contacted to advise of the misbehaviour
- Withdrawal of privileges
- Withdrawal from a lesson, school trip or team event
- Confiscation of property that is being used inappropriately or without consideration.
- School based service or imposition of a task, under the supervision of a member of staff
- Assistance with domestic tasks, such as collecting litter
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform and other behaviour checks, or being identified for behaviour monitoring.
- Pupils may:
 - Be asked to move to a place nearer the teacher, or to sit on their own. Teachers are permitted to remove a pupil entirely from the classroom, if felt appropriate given the pupil's behaviour. The pupil must be given work to complete and be supervised during this time.

- Be asked to redo a task or undertake additional work until it meets the required standard
 - Be issued with a demerit or detention (see below).
- Suspension for a specified period, removal or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

The class teacher is responsible in the first instance for dealing with minor infringements and poor behaviour, such as lateness, casual rudeness, or disruption in class and late or poorly completed work.

The teacher may choose to impose an appropriate sanction. However, 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.

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.

In applying sanctions, especially those with serious consequences, the School undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010

In cases of suspected bullying, procedures set out in the School's Anti-Bullying Policy will be followed.

Repetition of misbehaviour or in situations where the misbehaviour is felt to be significant, the matter will be reported to the Pastoral Team, and may lead to further sanctions. The Pastoral Team comprises of:

- Mrs Barnes – Pre-Prep
- Mr Edwards – Boys Prep
- Mrs Hepburn – Girls Prep
- Mr Howorth – Years 7/8

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. Demerits count against the pupil's merit tally and against the House total. Demerits are entered in the pupil's homework diary and a record is kept by the Deputy Head. All pupils receiving a demerit will also be required to attend a 'during school detention'.

Detention

- **During School Detention:** These can be given by the teacher for persistent offences e.g. calling out or disruptive behaviour or if a pupil has failed to produce homework after 24 hours' grace. Detentions are held during first break or lunch time break and will be supervised by the teacher.
- **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 e.g. fighting. 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.

Form Tutors and Class Teachers may decide that a pupil would benefit from using a daily monitoring form. Although not necessarily a sanction, they are a tool that can be used to improve a pupil's organisation and focus. These are kept by, and issued after consultation with the Deputy Head.

5.3 Managing Serious Misbehaviour

In serious cases, further disciplinary action may be necessary. The School's Exclusion Policy is available on the School's website, and all parents and pupils should be aware of the more serious sanctions, including temporary and permanent exclusion, that the Headmaster can impose for serious breaches of the School Rules and Guidelines, including but not limited to criminal behaviour.

Examples of serious misbehaviour which may result in more severe sanctions include (but are not limited to):

- Drug abuse
- Alcohol and tobacco abuse
- Vaping
- Theft
- Bullying (including cyber-bullying, prejudice based and discriminatory bullying)
- Child on Child (including online) abuse
- Physical assault/ threatening behaviour
- Fighting
- Sexual violence and sexual harassment
- Racist, sexist, misogynistic, transphobic or homophobic abuse
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes
- Damage to property
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

The School may be forced to permanently exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including temporary exclusion, prove to be ineffective. However, a serious “one off” incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School will follow a standard procedure for managing serious misdemeanours. This may include:

- A verbal warning by the Deputy Head or the Headmaster
- Written communication with the parents informing them of their child’s unacceptable behaviour
- A meeting with parents to formalise a probationary period with clear targets that the pupil must meet
- In serious or recurring cases, a fixed term or permanent exclusion.

It is forbidden for a pupil to bring prohibited items (see 8.2) onto school premises. Any pupil, who is found to have brought a prohibited item to school, will be temporarily excluded until a proper investigation into the incident has been carried out. Such behaviour may result in permanent exclusion from the School. The police and social services will be informed if appropriate.

6. Behaviour Management within EYFS and the 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 or the Teaching Assistant. The Head of Pre-Prep is informed of action taken if follow-up is deemed necessary.

6.1 Encouraging Positive Behaviour

The School:

- Recognises, highlights and praises good behaviour as it occurs. Pupils are praised for behaving well
- Is firm but fair and any criticism is constructive. Positive behaviour and expectations are explained and demonstrated e.g. during assemblies, class and story time
- Encourages pupils to be responsible for their own behaviour. Individuals and groups are awarded for behaving well and making good personal choices
- Leads by example.

6.2 Praise and Rewards for Good Behaviour

- Individual stickers, smiley faces, stars, merits and reward charts
- 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, written in the Reading Diary or sent home via certificates

- 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.

6.3 Sanctions

On occasion 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:

- Have time-out to 'think' about personal choices
- 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
- 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.

6.4 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
- The pupil may spend time with the Head of Pre-Prep discussing the situation to help the pupil reflect on his/her choices
- Parents will be informed if their 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 staff working with the pupils concerned. Specialist teaching staff will be kept aware of strategies being used
- 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. Learning Support and 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.

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

7. Misbehaviour Outside of School or Online

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- Taking part in any activity organised by the School, or related to the School
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Exclusion Policy.

8. Use of Reasonable Force

The School reserves the right for staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed, and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

Staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time.

The use of force can include either:

- Passive contact (such as standing between pupils, or blocking a path)
- Active contact (such as leading a pupil by the arm away from a situation)

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head of Pre-Prep or Deputy Head immediately after s/he has needed to restrain a pupil physically.

The School will always inform a parent when it has been necessary to use physical restraint on their child and invite them to the School, to agree, if necessary, a protocol/plan for managing their child's behaviour. Parents of EYFS and Pre-Prep pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

9. Searching and Confiscation

This policy follows closely the guidelines set out in "[Screening, Searching and Confiscation](#)" (DfE, July 2022).

The School reserves the right to search pupils and their possessions.

9.1 Searching with Consent

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding & Child Protection Policy.

9.2 Searching Without Consent

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following prohibited items:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Solvents
- Nitrous Oxide products
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment
- Fireworks
- Pornographic or offensive images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence
 - To cause injury to or damage to the property of any person (including pupils).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record on CPOMS of all searches carried out, including the results of any search, and the actions taken following that search.

9.3 Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff, but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable, but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies a banned item, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Examples of banned items include (but are not limited to):

- Chewing and bubble gum
- Items containing nuts
- Toys
- Medicines
- Mobile phones (during school hours)
- Electronic games.

10. Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules and Guidelines, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding & Child Protection Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules and Guidelines (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic

material including nudes or semi-nudes of a pupil or another child), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Rules and Guidelines, and may then punish the pupil in accordance with this policy and the Suspension and Exclusion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding & Child Protection Policy].

11. Allegations Against Staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding & Child Protection Policy and Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the temporary or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

12. Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the School's Safeguarding & Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

13. Pupils with Special Educational Needs and Disabled Pupils

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The

School will take account of special education needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the School's Behaviour Management Policy, behaviour modification strategies and requesting external help with a child.

Appendix 1: School Rules & Pupil Guidelines

School Values

Calm

- Do enter classrooms focused and ready to learn
- Do come in calmly from break
- Do walk calmly in the building and keep to the left

Considerate

- Do consider other people's feelings
- Do be responsible for your own possessions and be considerate towards other people's belongings
- Do arrive with the correct books and come to your lessons ready to learn

Courageous

- Do contribute to your lessons and ask for help when you need it
- Try, try and try again
- Aim high with your learning and don't say "can't"

Courteous

- Do wait for others when coming through a door
- Do listen to others, waiting for people to finish speaking before joining in a conversation
- Do remember your manners at all times

School Rules & Pupil Guidelines

Appearance

- Hair should be tidy, its natural colour and an acceptable length and style
- Long hair should be tied back. Hair accessories should be purple and simple in style
- School uniform (or PE kit when designated) should be worn to and from school
- Girls are permitted to wear plain stud earrings but they must be removed/covered for PE activities
- All School uniform must be clearly named

Before and after school

- Pupils should wait quietly in either the rear playground or at the front of the School
- Pupils should wait outside until 8.30am unless they are attending an early morning club or having breakfast in the dining room
- In the event of bad weather before 8.30am pupils will be sent to their classroom early or be asked to wait under the covered walkway
- School bags should be packed for lessons in the morning and be zipped up when in the cloakrooms
- Pupils represent the school whenever they are in uniform and are expected to demonstrate good behaviour travelling to and from school and when using the school minibuses

Assembly

- Pupils from Year 2 to Year 8 should always wear a blazer to assembly when not in their Games kit
- As assembly is a time for reflection, pupils are expected to enter and leave the Hall quietly

Break times

- Pupils must always respect other people's property in the cloakrooms
- Prep pupils shouldn't eat in the buildings except during wet breaks and then only in allocated classrooms
- Pretend fighting is not allowed in school
- Pupils must be considerate towards others playing at break times
- Pupils are expected to respond quickly if the whistle is blown
- Pupils should look out for others who might need help or friendship

Snacks

- Pupils are expected to always bring in healthy snacks to eat
- Pupils should bring a water bottle to school and remember to drink regularly
- For the safety of others pupils must never bring in nuts or snacks containing nuts to school

Mobile Phones

- Mobile phones can only be brought to school for pupils in Year 6, 7 and 8 if parents have completed a permission slip
- Mobile phones should be turned off on arrival at school and handed in during registration and then collected from the School Office at the end of the day. Pupils arriving after registration should hand their mobile phones into the School Office.

Appendix 2: Roles and Responsibilities

1. Governors

The Headmaster has the day-to-day authority to implement the school's Behaviour Management policy, 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.

2. Headmaster

It is the responsibility of the Headmaster, under the School Standards and Framework Act 1998, to implement the Behaviour Management 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 temporary exclusions 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.

3. Deputy Head and Head of Pre-Prep

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

The Deputy Head (Prep Department) and the Head of Pre-Prep (Pre-Prep Department):

- Maintain records on CPOMS of all reported serious incidents of misbehaviour and sanctions including detentions
- Liaise with Subject Teachers and Class/Form Tutors (as appropriate) concerning incidents of unacceptable behaviour and give support and advice regarding appropriate action to be taken.

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

4. Class Teacher (Reception – Year 3) or Form Tutor (Year 4 – 8)

The principal duty of a Class Teacher or Form 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/Guidelines and ethos.

Class Teachers (Year 3) and Form 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.

The 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.

5. Subject Teacher

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

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.

Subject teachers treat each pupil fairly, and enforce the School Rules and Guidelines consistently. The teachers treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, the teacher will record the incident/s on CPOMS. In the first instance, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the Head of Pre-Prep or the Deputy Head.

6. Other Staff

All staff (including those working in After School Clubs and Peripatetic Music Teachers etc) are responsible for ensuring good behaviour is encouraged and maintained. Support is provided by the Deputy Head for Prep, Head of Pre-Prep for Pre-Prep and The Wrap Club and the Head of Music for Peripatetic Music Teachers.

7. Pupils

The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social, Health and Economic Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Pupil Council, which meets regularly.

The School will ensure that all new pupils (including EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

8. Parents & Guardians

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Acceptance Form. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.