

## **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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## 1. Introduction

Twickenham Prep School ("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 secure learning environment play a crucial part in the development of intellectually curious pupils motivating them to become lifelong learners.

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, facilitating learning 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 respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. 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, or the fact that a child is adopted, looked after or is a carer.

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.

The School reserves the right to take disciplinary action against pupils who are found to have 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
- Head
- 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 within the Prep Department**

### **4.1 Encouraging Positive Behaviour**

The School praises and rewards pupils for good behaviour and work 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 Awards Assembly when they reach 10, 20, 40, 50, 70, 80, 100 and 110 merits. A Head'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 three commendations the Deputy Head is notified and they are commended in Awards Assembly. The class is then given a reward for their effort.
- 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 by senior pupils during Awards Assembly. Pupils receiving a commendation also receive a merit.
- Work or achievement both in and out of school are recognised during the weekly Awards 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 Awards 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.

## **4.2 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. 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 apply 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. Corporal punishment is illegal and is never used or threatened at the School.

Sanctions may include the following (but are not limited to):

- Withdrawal of privileges e.g. school trips.
- Confiscation of property that is being used inappropriately or without consideration.
- 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.
  - Receive a reprimand.
  - Be issued with a demerit or detention (see below).

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, rudeness, minor 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 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.

### 4.3 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 Head 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
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct including sexting
- Damage to property
- Persistent disruptive behaviour.

Severe 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.

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

- A verbal warning by the Deputy Head or the Head
- 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.

## **5. 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.

### **5.1 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.

### **5.2 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.

### **5.3 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.

### **5.4 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 Head 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.

## **6. Misbehaviour Outside of School**

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School 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 will be dealt with in accordance with the School's Exclusion Policy.

## **7. Physical Intervention**

The School reserves the right for staff to use reasonable force to control or restrain a pupil in specific circumstances. All members of school staff have a legal power to use such force as is reasonable in the circumstances to prevent a pupil from hurting themselves or others, from damaging property, or from causing disorder.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used to:

- Remove disruptive pupils 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 or a school 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
- Restrain a pupil at risk of harming themselves through physical outbursts.

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 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 the use of force as a punishment is always unlawful.

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)
- Restraint (meaning to hold back physically or to bring a pupil under control).

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 should consider factors in reaching a judgement as to whether the use of reasonable force is appropriate, such as:

- 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 use reasonable force.

The School will always inform a parent about serious incidents involving the use of reasonable force in connection with 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.

## **8. Searching and Confiscation**

This policy follows closely the guidelines set out in "Screening, Searching and Confiscation" (DfE, Jan 2018).

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

### **8.1 Searching with Consent**

The School staff may search a pupil, with their consent, for any item. 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. If the pupil refuses, sanctions will be applied in accordance with this policy.

Banned items include:

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

### **8.2 Searching without Consent**

In relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

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 or weapons
- Alcohol
- Illegal drugs
- Solvents
- Stolen items
- Tobacco and cigarette papers
- 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).

When a search is conducted the staff member must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. A staff member can carry out a search of a pupil of the opposite sex with or without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable 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.

### **8.3 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.

## **9. 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.

Should an allegation made by a pupil against a member of staff be found to be 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.

## **10. 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, 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.

## **11. 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**

### **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

## **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 the rear playground
- Pupils should wait outside until 8.30am unless they are attending an early morning club
- In the event of bad weather before 8.30am pupils 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 always wear a blazer to assembly
- 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 Head has the day-to-day authority to implement the school's Behaviour Management policy, but Governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

### 2. Head

It is the responsibility of the Head, 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 Head to ensure the health, safety and welfare of all pupils in the School.

The Head 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 Head 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 Head, 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):

- Keep records 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 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 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 consistently. The teachers treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents. 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, After School Care, 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 After-School Care facility 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 respect at all times, inside and outside of School.

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 and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Pupil Council, which meets regularly.

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. Pupils should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

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**

Parents 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.