



WGS Prep Behaviour Policy (A4)

Scope:	Prep School
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Author:	Assistant Deputy Head Prep School
Reviewer:	Senior Deputy Head Prep School
Approval body:	Board of Directors

Linked documents

This policy should be read in conjunction with:

- Prep School Anti Bullying Policy (A4)
- Peer on Peer Abuse (A4)
- Prep School PSHCE policy (A5)
- Safeguarding and Child Protection policy (A6)
- Online Safety policy (A8)
- SEND policy (A15)

Acronyms

SDHPS Senior Deputy Head Prep School

ADHPS Assistant Deputy Head Prep School

Availability

This policy may be viewed on the School website and a printed copy is available on request from the Pupil Services Team.

Introduction

Definition:

Behaviour includes personal standards, self-discipline, manners, politeness, respect, pride, conduct and attitude (within and beyond the classroom). Guidance: Behaviour and discipline in schools (DFE February 2014)

This policy aims to develop frameworks within which initiative, morality, responsibility and sound relationships can flourish. It encourages pupils to develop a sense of self-worth, respect and tolerance for others and to produce an environment in which they feel safe, secure and respected.

The Behaviour Policy also enables children to show responsibility for their learning and their environment and an independence of mind. Children also develop a sense of fairness and an understanding of the need for rules and a respect and tolerance for others' ways of life and different opinions.

The above positive attributes, as outlined in the definition, are encouraged through:

- Always do your best, whatever the challenge.
- Treat everybody with politeness and courtesy.
- Try to be involved in a wide range of activities.
- Be prepared to make difficult choices if that is the right course of action.
- Being friendly is easy and it can make the world of difference.
- Enjoy the community you live in and take care of the school environment.
- Respect the opinions of others and never allow differences to lead to conflict.

Children will discuss the above at the start of term with their Class Teacher. If children hear of, or see, behaviour that they feel is particularly good or particularly bad they are encouraged 'to tell' any member of staff. Our approach will always be to listen to the children and help them to see the consequences of their actions if necessary.

Staff

All staff:

- will treat all children equally, irrespective of gender race or religion
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- have a responsibility to model the type of behaviour felt to be acceptable
- will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

By giving attention to what goes well, the self-esteem of children can be improved. The skills of managing behaviour positively should also be applied to bad behaviour.

These are principles to follow:

- Give details of what behaviour is bad and give the child a chance to put it right.
- If the child is at all unclear on how to make improvements the member of staff should take time to explain in detail.

- If the child does not respond there must be a consequence.
- Most consequences should be given in private at the end of the lesson or away from the incident, unless to do so would be naïve
- It is recognised that children will respond better to the spoken word, rather than shouting. Should a member of staff shout at a child this must be considered a last resort and used because a child's immediate health and safety is at risk.

Corporal punishment

Staff at WGS Prep will not give corporal punishment to a child. Staff will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working on the school premises. Any member of staff who fails to meet these requirements commits an offence.

WGS Prep keeps a record of any occasion where physical intervention is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

Staff will not threaten corporal punishment and must not use or threaten any punishment which could adversely affect a child's well-being.

Restraint

WGS Prep does not advocate the use of physical restraint on pupils. An underlying principle of this policy is to create an ethos where it should not be necessary. Only in exceptional circumstances will physical intervention be used:

- 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 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

If required to use physical intervention, staff will:

- use the minimum force necessary, proportional to the circumstances
- use the restraint as an act of care, and not as punishment.

Children

- children's achievements, academic or otherwise, will be recognised through class and school celebration
- rewards will be accessible to all children through the schools House Point System
- assemblies (whole school and class) will be used as an opportunity to acknowledge achievements and to foster a sense of community
- children will be encouraged to share their achievement with a senior member of staff, their parents and other children
- examples of children's work and achievements will be displayed in the classrooms and around the school

Unacceptable Behaviour

- disobedience
- biting, spitting, hitting and kicking
- inappropriate sign language and swearing
- making unkind remarks
- damaging property
- answering back, rudeness or aggression to adults
- stealing
- truancy
- racist or sexist comments, gangs and bullying

Peer on Peer Abuse

As well as being abused by adults, children can be abused by other young people. This is known as 'peer on peer abuse' or 'child on child abuse'. The school is committed to preventing peer on peer abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that peer on peer abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times.

Peer on peer abuse (or child on child abuse) refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim. Peer on peer abuse (or child on child abuse) could include (but is not limited to);

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.¹
- abuse within intimate personal relationships and/or teenage relationship abuse;

Role of the staff

All staff will:

- Uphold all responsibilities under the school safeguarding and child protection policy, Keeping Children Safe in Education (2020) and any other relevant safeguarding statutory guidance and legislation.
- Make referrals to the Designated Safeguarding Lead in cases where they suspect cases of peer on peer abuse or become aware of cases of peer on peer abuse.
- Be made aware that children can abuse other children and the forms that this abuse could take.
- Be clear as to the school policy and procedures on peer on peer abuse.

¹ Keeping Children Safe in Education (2020)

- Be made aware that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- Report any concerns relating to peer on peer abuse to the Designated Safeguarding Lead immediately.

Sanctions

A quiet, firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour. The consequences of bad behaviour are shown in the table below as a series of consequences that are progressively serious. **(Please note additional strategies outlined for EYFS and KS1 children in Appendix 1)**. They are designed as a framework for the whole school to work from in order to address inappropriate behaviour.

Due to our approach of individualised pastoral care, those pupils with special educational needs may require a variation in the sanctions administered. The Head of Learning Support for WGS Prep would be consulted as to appropriate strategies to use with the pupil.

A child does not necessarily progress up through the list of consequences, incident after incident. However, depending on the nature of the offence, a child may quickly move through the list to the more serious consequences that involve communication with parents. There may be repetition of low level, inappropriate behaviour which cumulatively warrants a more serious consequence.

First time a pupil shows noncompliance with a rule ...	Verbal reminder
Second time a pupil shows noncompliance with a rule ...	Second verbal reminder (recorded on tracking sheet)
Third time a pupil shows noncompliance with a rule ...	Timeout 1: Loss of time outside linked to their age (1 minute per age) Parents to be contacted, outlining their support in reminding their child of the school rules for everyone’s safety (recorded on tracking sheet)
Fourth time a pupil shows noncompliance with a rule ...	Timeout 2: Position moved in the classroom and loss of time outside linked to their age (1 minute per age) Child completes a behaviour reflection sheet (this is kept in school) and discussed with the child. Letter sent home via email to parents outlining their support in reminding their child of the school rules for everyone’s safety (recorded on tracking sheet)
Fifth time a pupil shows noncompliance with a rule ...	Timeout 3: Loss of time outside linked to their age (1 minute per age) (recorded on tracking sheet) Child completes a behaviour reflection sheet (this is kept in school) and discussed with the child and a copy is sent home.

	Teacher to talk to the parent and child about their behaviour.
Sixth time a pupil shows noncompliance with a rule ...	Timeout 4: Child meets with ADHPS and reviews the steps from before (meeting logged on tracking sheet) ADHPS to contact parents to discuss actions that will be put in place – loss of privileges, positive reinforcement, loss of playtimes.
Seventh time a pupil shows noncompliance with a rule ...	SDHPS, ADHPS and class teacher to meet with parents and a behaviour plan is put in place.

Every child has the right to be safe and happy in school with every child respecting the rights of others so in the event that a child is physically hurting another child.... this will invoke the severe clause below.

1. A sanction will immediately be imposed (withdrawal from class or playground for specific length of time).
2. Parents will be informed via phone call– the parents of the child being hurt and the child doing the hurting.
3. If this happens on 3 occasions to any child and it is recorded, the child’s parents are invited in to discuss behaviour with the class teacher, Assistant Deputy Head and Senior Deputy Head. They will agree the way forward considering the age and needs of the child and other related policies.

Severe Clause: Remove from class and send to ADHPS or SDHPS

In a serious case of physical hurting/ fighting/ aggression or violence parents may, at the Senior Head’s discretion, be asked to come and take their child home. There should be prior notification with the Senior Head before parent/ carer is contacted.

All sanctions for inappropriate behaviour need to be clearly understood by staff, children, parents and DIRECTORS. The use of sanctions will be characterised by the following features:

- It must be clear why the sanction is being applied
- The child should be encouraged to take responsibility for their actions, apologise, redress any damage caused, and improve their own standards of behaviour
- It must be made clear what changes in behaviour are required
- Group sanctions are avoided
- There is a clear distinction between minor and major offences and their regularity in occurring
- Focus on the behaviour not the child

Undesirable Behaviour & Sanctions

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. A risk assessment/strategy will be implemented in order to support where necessary.

Rather than classify misbehaviour – it is the repeated nature of low-level disruption which can cause it to become more serious.	Occasional	Regular 5 or more times in a week	Persistent Frequent in one week and over several weeks
<p>Minor Breaches</p> <p>Unkind to member of school community – calling names</p> <p>Preventing others from learning: <ul style="list-style-type: none"> • Interrupting class work • Shouting out </p> <p>Not following class rules, refusing to cooperate with instructions and advice</p> <p>Arriving late for school</p> <p>Not wearing correct school uniform</p> <p>Bad language (one-off)</p> <p>Littering</p> <p>Answering back</p> <p>Being unmannerly</p> <p>Not completing homework</p>	<p>Non-verbal – frown, look, change in tone, quiet word</p> <p>Reminder of the rule being broken</p> <p>Timeout 1: Loss of time outside linked to their age (1 minute per age)</p>	<p>Timeout 2: Position moved in the classroom and loss of time outside linked to their age (1 minute per age)</p> <p>Child to complete Behaviour Reflection Sheet</p> <p>Class teacher contact parents</p>	<p>Timeout 3: Loss of time outside linked to their age (1 minute per age)</p> <p>Behaviour Reflection Sheet</p> <p>Parents contacted</p> <p>Timeout 4: ADHPS to contact parents</p> <p>Behaviour plan for further support</p> <p>Behaviour recorded on SIMs</p>

Major/ Gross Breaches	Timeout 3: Behaviour Reflection Sheet	Timeout 4: ADHPS to speak with child	Suspension Expulsion
Persistent minor Breaches	Parents contacted	Meeting with parents	
Acting aggressively or with violence/ Fighting	Timeout 4: ADHPS to speak with child	Behaviour Plan and further support	
Endangering self or Others	Meeting with parents	Behaviour recorded on SIMs	
Bullying (all forms)	Behaviour Plan and further support	Suspension	
Unacceptable online behaviour	Behaviour recorded on SIMs		
Vandalism	Suspension		
Actions which are designed to cause damage to property			
Leaving school premises without permission			
Theft			
Verbal/physical assault on adults or another child			
Abusive language, persistent bad language			
Defiance to member of staff			

Rewards

In the classroom

- praise from staff
- responsibilities given
- time in the classroom when excellent work and good behaviour are acknowledged (e.g Circle Time)
- Showing excellent work to the Senior Deputy Head of WGS Prep.
- 'Points up' given for behaviour over and above the expected standard
- stickers - individual staff may wish to award stars for excellent work or behaviour and do so at their discretion

In the playground

- Praise is for particularly commendable behaviour – this may also be mentioned in assembly and 'Points Up' being awarded.

Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is particularly important.

The school expects that parents will give their full support in dealing with their child's behaviour. We discuss any problems or difficulties with parents as soon as they arise and hope that they will come into school to bring any issues affecting the behaviour or happiness of their children.

We ask parents:

- to keep us informed of behaviour difficulties they may be experiencing at home
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family
- inform us about their child's ill health and any absences connected with it

The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child's work and behaviour
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parents informed of school activities by letter, newsletter etc
- involving parents at an early stage in any disciplinary problems

Other Agencies

Full use will be made of outside agencies as necessary and appropriate.

Care of school premises and sites

Everyone in WGS Prep is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- staff display children's work to a high standard
- the building is expected to be kept clean and tidy
- the grounds are expected to be kept litter free and the plants well maintained.
- children are encouraged to take a pride in their own appearance and belongings, and to accept responsibility for their own belongings.

Malicious Allegations

Malicious allegations concerning staff (teaching or non-teaching) will be treated as a significant breach of the school's Behaviour Policy and may result in the suspension or permanent exclusion of the pupil making the malicious allegation. Persistent offenders may be reported to the police if there are grounds for believing a criminal offence may have been committed. (DfE statutory guidance 10th September 2012)

All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of the school community will be treated with the utmost seriousness.

Appendix 1

Strategies for dealing with inappropriate behaviour in EYFS/KS1 children

EYFS strategies would range from:

- Discussing the incident with the child – not asking what happened.
- Ask what they could have done instead.
- Look for triggers which set off unwanted behaviour.
- Keep a log of events to find out what triggers behaviour.
- Try and intervene when patterns of poor behaviour are going to occur.
- Talk to parents and work with them.
- Consequences, such as exclusion from an activity.

KS1 strategies would range from:

- Discussing the incident with the child – not asking what happened.
- Ask what they could have done instead.
- Look for triggers which set off unwanted behaviour.
- Keep a log of events to find out what triggers behaviour.
- Try and intervene when patterns of poor behaviour are going to occur.
- Talk to parents and work with them.
- Consequences, such as loss of free time, such as sitting on a bench for 5 minutes or in a more serious event a longer period of time will be spent inside, supervised. Asking parents to remove privileges at home.

Appendix 2

Circle Time

Circle time is a regular (usually weekly) time when the class gathers to share news, discuss matters of interest/concern, consider rules/codes of behaviour etc., give opportunities for individuals or groups to celebrate successes or make complaints. This is part of (Personal, Social, Health and Citizenship Education) PSHCE.

Rules

At the beginning of the academic year each class will collectively agree a set of **Class Rules** which are then displayed in the room. If appropriate, these may be reviewed during the year.

There is also a copy of our Code of Conduct, which applies to the whole school, in each classroom and in the Alan Salmon Hall. All rules are regularly discussed in assemblies and in class and are reviewed by the staff as appropriate. Parents can access the Code of Conduct in the Parent Handbook on the website.

Appendix 3

Code of Conduct

WGS Prep School's Code of Conduct is a positive statement of what is expected of each child while at School. It reads as follows:

1. We are always polite and well mannered
2. We are kind to one another and do not hurt anyone
3. We listen to one another
4. We are truthful
5. We do as we are asked the first time
6. We respect others and try to understand their feelings
7. At all times we are sensible and act safely
8. We seek help when we are unhappy
9. We organise ourselves and our belongings
10. We take pride in the appearance of ourselves, our work and our School.