

WARWICK PREPARATORY SCHOOL



Behaviour Policy (including rewards and sanctions)

Last Review: Autumn Term 2017
Next Review: Autumn Term 2019
Responsible: Headmistress

[THIS POLICY IS AVAILABLE TO ALL PARENTS OF CURRENT AND PROSPECTIVE PUPILS AND IS AVAILABLE ON THE SCHOOL'S WEBSITE OR BY REQUEST]

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1. INTRODUCTION

- 1.1 Our Behaviour Policy follows the guidance set out in the “Behaviour and Discipline in Schools Advice for headteachers and school staff – January 2016” and forms part of a suite of documents and policies which relate to the welfare, health and safety of pupils in school. In particular there are links with the Anti-Bullying Policy, Foundation Safeguarding & Child Protection Policy, our PSHEE Scheme of Work (inc Protective Behaviours), Sex & Relationships Policy, Reasonable Force Policy, E-safety Policy and AUP Policy and other legislative Foundation policies relating to equality.
- 1.2 Our Behaviour Policy applies to the whole of Warwick Prep School, including EYFS, as well as including After School Care (ASC) on an age appropriate basis.
- 1.3 This policy has been drawn up in consultation with staff and pupils.
- 1.4 The Headmistress has overall responsibility for maintaining discipline within the school, but the Heads of Pre-Prep and Prep have day to day responsibility for the implementation of this policy.
- 1.5 All staff observe a Code of Conduct that has been designed both to protect the pupils and to safeguard the staff themselves against allegations of wrongdoing. This code of conduct is raised in safeguarding/child protection training as well as through induction and raised regularly in meetings and as appropriate.
- 1.6 Effective and positive behaviour management is crucial to the success and quality of teaching and learning that takes place in any school. At Warwick Prep, we understand that the best strategy for promoting good behaviour management relates to five simple actions. By ensuring pupils are aware of these, we believe we will get the best from them, and help them to understand and appreciate the importance of behaving as good citizens. All pupils should therefore:
 - Know who is in charge at any particular point in the day.
 - Understand what the Fair Rules are.
 - Be led to distinguish right from wrong and to be responsible for their own actions.
 - Seek fairness and consistency from all staff in the application of the rules.
 - Understand the rewards in place for meeting the rules and the sanctions in place for breaking the rules.
- 1.7 The school has a set of ‘Fair Rules’ which children are expected to adhere to (**see Appendix 1**). These rules promote self-discipline, encourage good behaviour and encourage mutual respect towards adults, each other and the school environment.

2. STATEMENT OF ETHOS: WARWICK PREP

- 2.1 We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do.
- 2.2 In celebrating each girl and boy for the unique qualities they bring to our community, we encourage them to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.
- 2.3 We seek to prepare all our boys and girls for a life of learning and fulfilment, and for the fast-changing world of the 21st century as responsible, active, and compassionate global citizens.
- 2.4 In all that they do, we encourage our children to 'Aspire, Achieve, Enjoy', and to be the best that they can be.

Statement of Religious Ethos

- 2.5 Founded on Christian principles, we welcome pupils of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole, and, in embracing diversity, to equal opportunities for all.

Aims

- 2.6 Scholarship - To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.
- 2.7 Environment - To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.
- 2.8 Community - To foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility.
- 2.9 Character - To develop resilience and confidence, and to inculcate integrity.
- 2.10 Opportunity - To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.

3. OBJECTIVES

3.1 At Warwick Prep, our objective is:

- To ensure all teaching staff and employees act as positive role models to pupils and behave appropriately.
- To ensure pupils understand the expectations of good behaviour by being regularly reminded about the 'Fair Rules'.
- To ensure a consistent approach to classroom management.
- To be considerate to the needs of all those within the school community and for all employees and pupils to treat others as they would wish to be treated themselves.
- To ensure pupils understand that good behaviour is rewarded.
- To ensure pupils understand the sanctions when unacceptable behaviour occurs.
- To ensure appropriate supervision¹ of pupils to ensure the highest possible standard of behaviour is maintained at all times.
- To treat all pupils equally and not to treat any pupils with learning difficulties or disabilities less favourably.

4. CORPORAL PUNISHMENT AND PUPIL RESTRAINT

4.1 In accordance with the "Behaviour and Discipline in Schools, Advice for headteachers and school staff – January 2016", corporal punishment is illegal in all circumstances.

"Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants."

¹ Information on the supervision of pupils can be found in the Staff Handbook and the Supervision Guidance document.

4.2 The Headmistress has authorised all staff² (in line with Section 93 of the Education and Inspections Act 2006) to use force as is reasonable³ in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence by an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

4.3 Those exercising the power to use force must also take proper account for any particular special educational need and /or disability that the pupil may have. Under the Schools, disability discrimination and the Equality Act 2010 the School has two key duties:

- Not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification and

To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty).

4.4 The Use of Force Policy requires staff who use reasonable force to complete a report in an incident log book.

4.5 Any member of staff who is alleged to have threatened or carried out corporal punishment will be investigated under the Warwick Independent Schools' Foundation Disciplinary Procedures.

5. PUPILS WITH SPECIAL EDUCATIONAL NEEDS

5.1 Where there is a pupil at the school with known behavioural difficulties that may increase the likelihood of restrictive physical intervention, the SENCO, Head of Pre Prep, Head of Prep and / or Form teacher will work with the parents and where

² Section 95 of the Education and Inspections Act 2006 indicate that the staff to which this power applies includes (1) any teacher who works at the school (2) any other person whom the Head has authorised to have control or charge of pupils.

³ There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent.

appropriate, the pupil, to draw up an agreed Behaviour Plan which may incorporate positive handling. (see **Appendix 2**). Staff may also choose to use the ABC Behaviour Chart. (see **Appendix 2a**).

- 5.2 Through the Behaviour Plan, and as far as practically possible, staff who come into contact with such pupils will be made aware of the relevant characteristics of the individual including:
- Situations that may provoke difficult behaviour, including any known triggers.
 - Preventative strategies.
 - If physical intervention is required, specific strategies and techniques that can be employed and have been agreed with the parents of the pupil concerned will be used by trained staff.
 - Which designated member of staff to call in the event of an awkward situation arising.

6. EXPECTATIONS OF EMPLOYEES

- 6.1 All employees have a responsibility for pastoral care and school discipline.
- 6.2 In order to promote an environment whereby staff and pupils feel valued all staff will:
- Behave in a professional manner at all times, remembering that behaviour is judged through image (including dress), communication, competence and demeanour.
 - Ensure that any grievance about pupils, parents or other employees linked with either Warwick Preparatory School, or the Foundation is aired in a private environment, out of ear shot of those who are not intended to hear it.
 - Display the 'Fair Rules' in their teaching classroom or area, and reinforce and remind pupils of the expectations regularly.
 - Ensure that the children understand the system of rewards and sanctions.
 - Provide a learning environment that is appropriate to the needs of the pupils and provides activities that do not allow pupils to become disengaged and therefore heighten the opportunity for misbehaviour.
 - Ensure that once a reward is given, it is never withdrawn.
- 6.3 In order to show consistency of approach, all employees will ensure that:
- They follow set procedures as laid out in this policy.
 - They do not show anger or frustration in front of the pupils.
 - They never shout at a pupil (unless it is to protect the individual from immediate danger).
 - They are never patronising.
 - They do not use sarcastic or disparaging nicknames or language.

- They show surprise when a child behaves inappropriately and take the time to explain to the pupil/s why this behaviour is not acceptable.
- They do not give whole-class punishments.
- They listen to all sides impartially when resolving issues related to behaviour or a pupil dispute.
- They start afresh after any incident.
- They admit mistakes when they make them and apologise for them.
- They value the individual character and spirit of each and every child.

6.4 Where a pupil exhibits behaviour problems the Form Teacher will normally be responsible for discussing concerns with parents. Any teacher or other employee who is not a Form Teacher and has a concern or worry about the negative behaviour of a pupil, should always discuss the issue with the Form Teacher in the first instance.

7. EXPECTATIONS OF PUPILS

7.1 All pupils are expected to comply with the 'Fair Rules' (see **Appendix 1**).

7.2 Pupils are expected to be ready to learn and to participate in school activities. They should:

- Attend school and lessons punctually.
- Have respect for the school buildings, equipment and furniture, and report immediately, any accidents related to the upkeep of the physical environment.
- Behave in a manner which reflects how they themselves would wish to be treated.
- Report to their Form Teacher or other member of staff any unkind or inappropriate behaviour that they are aware of.
- Ensure that during off site educational experiences, they comply with the Educational Visits Code of Conduct.

8. THE HOUSE SYSTEM

8.1 On entering the school all pupils are assigned to a House: Dudley (yellow), Greville (green), Rich (red) or Beaumont (blue). Houses help to create a structure for friendly and enthusiastic competition in a number of areas of school life through a number of Inter-House events.

8.2 Staff with the exception of the Headmistress and teaching members of the SLT are linked to a House.

- 8.3 At the start of each term, each House elects a House Captain and Vice House Captain from Upper Two.
- 8.4 Pupils with the exception of Nursery are able to earn House points through a range of teaching and learning activities, as well as pastoral activities.

9. REWARDS AND SANCTIONS

- 9.1 At Warwick Preparatory School we believe that praise is the most effective way of rewarding effort and appropriate behaviour.
- 9.2 All activities relating to rewards and sanctions should be consistent and proportionate to the activity or behaviour displayed.
- 9.3 Where sanctions are necessary, pupils themselves will not be criticised or reprimanded, but their behaviour or actions will be. Staff will always ensure that pupils understand why a sanction has been imposed and why they have been reprimanded for the behaviour displayed.
- 9.4 Pupils will never be reprimanded or receive a sanction for failing to understand school work.
- 9.5 Where a pattern of poor behaviour or a drop in academic progress or focus is identified, all staff will always have in mind the possibility that a pupil is being bullied (refer to Anti-Bullying Policy), or suffering from some type of abuse (refer to Safeguarding & Child Protection Policy).
- 9.6 At any stage, all staff should be aware that they can call on support from a member of the SLT, relating to any aspect of the rewards or sanctions procedures.
- 9.7 All rewards and sanctions apply to the school day, off site activities and After School Care.
- 9.8 Detailed guidelines for awarding rewards or imposing sanctions are included in the Staff Handbook.
- 9.9 The Positive Behaviour Stages (rewards) are shown in **Appendix 3**.
- 9.10 The Negative Behaviour Stages (sanctions) are shown in **Appendix 4**.
- 9.11 Negative Behaviour Supporting Documentation.

Oops Card – **See Appendix 5**. The Oops Card is to be used with pupils in EYFS. Staff should discuss and complete the card with the pupil. This card will then be sent

home for a parental signature and returned to school and placed on the pupils file. Pupil record on iSAMS will also be updated with this information.

Reflection Card – **See Appendix 6**. The Reflection Card is to be used with pupils from L1 upwards. Staff should discuss and complete the card with the pupil. From L2 upwards the card should be completed by the pupils themselves where possible. This card will then be sent home for a parental signature and returned to school and placed on the pupils file. Pupil record on iSAMS will also be updated with this information.

Encouragement Card – **See Appendix 7**. The Encouragement Card should be implemented by the Form Teacher and upon completion, be reviewed against the targets set. The Encouragement Card is to be sent home at the end of the week for parental signature and comment. All completed Encouragement Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File. Pupil record on iSAMS will also be updated with this information.

Serious Misbehaviour Sheet – **See Appendix 8**. All Negative Behaviours that fall under Sanctions – Stage 3 or 4 will be recorded on a Serious Misbehaviour Sheet and kept in the Sanctions File.

The Report Card – **See Appendix 9**. The Report Card should be implemented by the HOP or HOPP (Stage 3) or Headmistress (Stage 4). It will contain agreed specific, measurable targets for the pupil to meet, and show sustained effort in doing so. The Report Card will be closely monitored by the Form Teacher with daily reporting to the HOP or HOPP in order to monitor progress. This Report Card will be sent home daily for a parental signature and comment. Pupil record on iSAMS will also be updated with this information. All completed Report Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File.

10. SUPPORT SYSTEMS

- 10.1 When children are in need of support to manage their behaviour, effective programmes to help address their problems (additional to those listed within this policy) will be drawn up in liaison with parents and the pupil's Form Teacher. The Head of Pre-Prep / Head of Prep should always be aware of such discussions prior to a Form Teacher raising the issue or concern with parents. Where appropriate, the Head of Pre-Prep / Head of Prep / Deputy Head / Headmistress will be directly involved in the intervention strategies implemented to support the pupil.
- 10.2 Appropriate documentation relating to any discussion with parents should be kept, and copies passed to the Head of Pre-Prep / Head of Prep.

10.3 A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. (See Exclusion Policy).

11. CONFISCATION

11.1 What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** which enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for "prohibited items" including:

knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

12. PARENTAL INVOLVEMENT

11.1 Parents are involved in disciplinary matters as appropriate and proportionate to individual misdemeanours and any ongoing problems. Prior to a Form Teacher involving parents, the Head of Pre-Prep / Head of Prep should always be notified.

11.2 Where there is ongoing negative behaviour, or a serious individual act of behaviour that results in the enforcement of the Exclusions Policy, the Headmistress will be the person with prime responsibility for communication and liaison with parents.

13. SANCTIONS FILE AND RECORD KEEPING

- 12.1 A record of all discipline offences from stage 2 upwards is received via email when the sanction is recorded on iSAMS by the Head of Pre-Prep (Nursery – Year 2) and the Head of Prep (Years 3 – 6). All discipline offences that fall under Sanctions – Stage 3 and 4 will be recorded on the Serious Misbehaviour Sheet and kept in the Sanctions File.
- 12.2 When a pupil leaves the school any records held on the Sanctions File will be reviewed and if appropriate, will be placed in their personal file.
- 12.3 Where a pupil is excluded, all documentation relating to this process will be kept in the pupil’s personal file.

14. MONITORING AND EVALUATION

- 13.1 At Warwick Prep, the Senior Leadership Team will monitor the procedures and effectiveness of this policy and make changes as appropriate. It will be reviewed every two years or earlier, if required.

15. EQUAL OPPORTUNITIES

14.1 Employees:

Promoting equal opportunities is fundamental to the aims and ethos of Warwick Preparatory School. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today’s world. We concentrate on educating the individual and providing a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

Warwick Preparatory School is committed to equal treatment for all regardless of race, ethnicity, religion, sexual orientation, disability, learning difficulty or social background. We are an academically selective school from Year 3 onwards and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

The Foundation and the school welcomes staff and children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected. At present, our physical facilities for the disabled are limited but we will do all that is reasonable to ensure that the school’s culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under equality legislation in order to accommodate the needs of

applicants and pupils who have disabilities for which, after reasonable adjustments, we can cater adequately.

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