



Behaviour Policy

This Policy Applies to Wandsworth Prep School and Early Years Setting

bellevue

Created: July 2017

Reviewed: July 2023

Next Review: July 2024

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2017, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE)

and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021)

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

Other consequences of unacceptable behaviour include:

- Warnings from Staff
- Time out in playground
- Withdrawal of privileges / break time
- ‘Check-In’ with Head of Lower or Upper School (parents informed)
- In certain cases, it may be necessary for the Class teacher to keep an individual behaviour record, which would be discussed with and supported by parents.
- Temporary Removal from Extra-Curricular Clubs and Sports’ Teams
- Information on all recorded incidents can be found in ‘Pupil Asset Behaviour Tracking’
- Suspension or Exclusion (as set out in the Exclusion Procedure).

For serious breaches of discipline, such as gross disobedience, violence or persistent bullying, this would trigger a letter from the Headteacher to parents.

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

This list ensures compliance, rather than being exhaustive – schools may add their own thoughts on this area

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.

- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p9).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Schools should include an outline of their rewards and sanctions processes here

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

Schools can include details of their review processes here or can make reference to 'Bellevue – Modifying Pupil Behaviour – Guidance', which outlines the review process to address behaviour at Bruern (which has a fair number of pupils who need this support)

Aims

The aims of our Behaviour Management Policy are rooted in the ethos of our school. Wandsworth Prep School endeavours to provide a secure, happy environment constructed around a disciplined framework which encourages a pupil to respond to the best of his/her abilities.

We encourage the children to develop the following attitudes:

- Be Kind
- Be Resilient
- Be Positive
- Be Inspiring
- Be Fearless
- Be Independent
- Be Collaborative

As adults we endeavour to:

- lead by example i.e. display the above values
- be prepared to explain the basic ground rules and the reasons why they are important
- have clear, consistent expectations of appropriate behaviour
- work as a team to ensure consistency of expectation
- be prepared to discuss issues, problems with each other, to take advice and to find solutions
- foster a secure, relaxed, respectful atmosphere
- keep a careful watch on the children to evaluate development and to discover any incipient problems
- be aware of and follow the school and department rules
- work with parents to aid the social and emotional development of the child

Classrooms

At the beginning of each new academic year the class will be reminded of the expectations by their class teacher. These are clearly displayed in each room so that parents and children know what is expected. Teachers, in consultation with their class, will also draw up rules regarding attitudes to learning at the beginning of each academic year.

Behaviour around the school

We believe that the school should be a calm, orderly place at all times and therefore the children should:

- Move around the school quietly, showing consideration for others including holding doors open for each other and adults.
- Walk and keep to the left when walking up or down the stairs
- Knock and ask for permission to enter another class or school office

- Enter and exit assembly silently

Playground

Children should ensure they follow these rules in particular:

- Children should take out everything they need for play before exiting the building and not re-enter without permission of the member of staff on duty
- Children may only go to the toilet with permission from an adult on duty.
- Children should not be excluded from games if they ask to join in.
- Children should initially endeavour their own disagreements before asking for an adult to intervene.
- When play time finishes, children are expected to stop, clear up equipment and then line up in their classes.
- Any accidents should be reported to the adult on duty.

The role of the Heads of Lower and Upper School

The Heads of Lower and Upper School keeps records of all reported serious incidents of misbehaviour.

The Heads of Lower and Upper School acts in a role supportive of the class teachers. Children may be referred to the SLT in order reinforce messages of good behaviour.

If a child's behaviour is a cause for concern the Head of Lower and Upper School will call a meeting with the parents concerned.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the behaviour expectations on parents' evening and in the parents' handbook. We expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the code of conduct. We try to maintain a dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to reprimand a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Lower and Upper School Teacher. If the concern persists, they should contact the Headteacher or Deputy Headteacher. If these discussions cannot resolve the problem, the formal complaints procedure can be implemented.

Managing Pupils' Transition

Schools should add detail to personalise this section, as relevant, to provide an illustration of the school's strategies.

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- new pupils'/boarders' handbook
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events

NB This list should be expanded/modified as relevant to reflect the school's strategies. It is intended to prompt schools to consider and refer to the various strategies it already has in place.

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies (add here any other school behaviour guidance or protocol documents)
- dealing with screening, searching and confiscation of possessions in the screening and searching policy (if the school has a separate policy)
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

END

-

