



Behaviour Policy

(Including Early Years Foundation Stage)

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| Created/Amended | August 2016 October 2017 February 2019 January 2020 May 2020 November 2020 | QIW – Senior School CP– Prep School RG – EYFS |
| Approved | September 2016 October 2019 February 2019 January 2020 July 2020 November 2020 | SLT SLT SLT SLT SLT |
| Next Review | July 2021 | SLT |

APPROVED BY THE GENERAL PURPOSES COMMITTEE

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| Name: | Signature: | Date: |
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1. AIMS AND EXPECTATIONS

- 1.1. It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. The School is a caring community, whose values are built on a mutual trust and respect for all. The **School Behaviour Policy**, which is written with reference to the Department of Education's non-statutory guidance 'Behaviour and Discipline in schools' (2016), is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone can feel happy, safe and secure.
- 1.2 The School expects every member of the School community to behave in a considerate way towards others.
- 1.3 The School's values and ethos are discussed with each group in September and at such intervening times as is considered necessary. The '**School Rules & Code of Conduct**' or '**Golden Rules**' form the basis of a tutorial discussion at the beginning of the academic year and are regularly revisited.
- 1.4 PSHCE lessons are also regularly used as a vehicle for tackling appropriate issues. In this way every pupil, member of staff and parent knows the standard of behaviour that we expect in the School.
- 1.5 The School aims to treat all pupils fairly and apply this Behaviour Policy in a consistent way. The policy should be read in conjunction with the School's:

School Rules and Code of Conduct
Guide to the School
Bullying Prevention Policy
Discipline & Exclusions Policy
Smoking, Alcohol & Drugs Policy
Pupils' ICT Acceptable Use Policy & Social Media Policy

2. THE ROLE OF THE SCHOOL

- 2.1 The School does not tolerate bullying of any kind. If an act of bullying or intimidation is discovered to have taken place, the School will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, the School will do everything in its power to ensure that all pupils attend School free from fear. The School has a **Bullying Prevention Policy**, which can be obtained from the School website.
- 2.2. Corporal punishment is illegal and is never used at Wellingborough School.**
- 2.3 The School recognises its responsibility to be vigilant with regard to the identification of sexually problematic or abusive behaviours, and to respond sensitively and appropriately to pupils displaying such behaviours as defined in the **Bullying Prevention Policy**.
- 2.4 The School makes reasonable adjustments for those pupils with learning development needs under the Equality Act 2010 and this is laid out further in the **Learning Development Policy**.

3. THE ROLE OF THE TEACHER

- 3.1 Teachers have high expectations of the pupils in terms of behaviour at all times.
- 3.2 The key to good discipline is the establishment of a positive relationship founded on the pupils' respect for the teacher and the teacher's support of the pupils. This relationship between pupil and teacher is crucial to maintaining positive behaviour and has a significant impact on teaching and learning.
- 3.3 Teachers aim to treat each pupil fairly and implement the School's Behaviour Policy and the **Code of Conduct** consistently. Teachers strive to ensure that all pupils work and learn to the best of their ability. The teacher reports to parents about the progress of each pupil that they teach, in line with the **Whole School Reporting Policy**. Members of staff will also contact a parent if there are concerns about the behaviour or the welfare of a pupil, having first discussed it with their pastoral leads.
- 3.4 Teachers' communication with parents regarding the implementation of clearly defined sanctions and rewards helps to create an environment where pupils are both able to grow academically and appreciate the responsibility they have for their own behaviour. Records of poor behaviour and pastoral concerns are kept on iSAMS, CPOMS and in the pupil's file. These records are maintained by all teachers but overseen by the Deputy Head in the Prep School and the Deputy Head (Pastoral) in the Senior School, and are discussed with the relevant Head.
- 3.5 All pupils, staff and volunteers are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings. (Use of Reasonable Force, DfE July 2013). Staff will not use any form of physical intervention, unless this is necessary to prevent the pupil from causing harm to themselves, to others or serious damage to property. All such incidents must be recorded and reported to parents within 24 hours.
- 3.6 Records of serious misbehaviour and of a more confidential nature are kept securely by the Designated Safeguarding Leads (DSLs).

4. THE ROLE OF THE HEADS & GOVERNORS

- 4.1 The Head of the Prep School is responsible to the Headmaster and the Governors for the implementation of the School's Behaviour Policy within the Prep School.
- 4.2 The policy is a document agreed by the Governors and all staff working at the School; all are committed to its implementation.**
- 4.3 The Heads have the responsibility of requiring parents to remove a pupil whose behaviour is, in their judgement, likely to put the health and safety of other pupils at risk, or unacceptably compromises their entitlement to learning within their School. The parents of any pupil whose behaviour cannot be controlled according to the procedures outlined in this policy will be required to remove the pupil from school, either temporarily or permanently.
- 4.4 The Head of the Prep School will not ask any parent to remove a pupil from the School without first having informed the Headmaster and the Chairman of Governors or their appointed deputy of that intention.

5. THE ROLE OF PARENTS

- 5.1 The School aims to work collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents to support their son's or daughter's learning and to co-operate with the School. We try to build a supportive dialogue between the home and the School, and we inform parents immediately if we have concerns about their son's or daughter's welfare or behaviour.
- 5.3 If the School has to use reasonable sanctions to reform a pupil's behaviour, parents should support the actions of the School. If parents have any concern about the way that their son or daughter has been treated, they should initially contact the pastoral lead (whether that is the Form Tutor, Club President, Head of Year, Housemaster or Housemistress). If the concern remains, they should contact a member of SLT. If, however, such communication does not lead to a satisfactory conclusion of the matter, then the parent will be advised to follow the School's **Complaints Procedure**. The policy is available on the School's website.

6. REWARDS, SANCTIONS AND MONITORING

- 6.1 The School recognises the importance of praise and rewards in promoting good behaviour. Such behaviour is acknowledged formally and informally.
- 6.2 The School believes in the establishment and maintenance of high standards of academic performance and efforts and behaviour in all aspects of life. All pupils, regardless of age or ability, should have their achievements and efforts recognised in some way. Praise and encouragement enhances a pupil's sense of self-worth and encourages them to work harder and with greater enjoyment.
- 6.3 The primary purpose of any punishment is to encourage pupils to consider what went wrong and how to avoid making such mistakes in the future.
- 6.4 For a full list of the Rewards & Sanctions (by School) please see **Appendices 1 – 3**.

7. MONITORING

- 7.1 The Heads and SLT monitor the effectiveness of this policy on a regular basis.
- 7.2 A pupil's name may be raised for general discussion at the weekly staff meetings. Pastoral staff will evaluate regularly the data on iSAMS, in order to monitor pupils' behaviour and implement intervention if required.
- 7.3 Significant pastoral and behavioural pupil information is recorded on CPOMS, and can be entered by any member of staff. The information is accessed by designated personnel only and shared between the different parts of the School, if appropriate.

Appendix 1:

Lower Prep School (Nursery – Year 2) - Rewards & Sanctions

8. Encouraging positive behaviour – in the Lower Prep we:

- 8.1 use praise specifically related to, and naming, the children's actions or behaviours. If appropriate, we refocus the child's attention on another activity;
- 8.2 Focus on activities and routines to encourage;
 - 8.2.1 Sharing;
 - 8.2.2 Negotiation;
 - 8.2.3 Co-operation.
- 8.3 encourage responsibility in caring for others and the environment (classroom rules, Golden Rules, Year 2 monitors and leaders);
- 8.4 encourage positive behaviour through play and learning activities (circle time/stories/role-play);
- 8.5 model appropriate behaviours in different contexts;
- 8.6 consult with the children to draw up rules for behaviour within the classroom;
- 8.7 demonstrate that the child is still valued even if his/her behaviour is unacceptable by addressing the behaviour as being unacceptable and not the child;
- 8.8 discuss with children what is acceptable behaviour in all areas of learning and experiences;
- 8.9 encourage the children to express openly their feelings/likes and dislikes;
- 8.10 help the children to understand the consequences and effects of their behaviour on others;
- 8.11 help the children to develop assertive strategies to challenge bullying, especially through the use of our Special Words, "Please stop doing that, I don't like it.";
- 8.12 support the children to resolve conflicts with other children through circle times, discussions etc.;
- 8.13 help to support children's self-esteem by enabling them to be successful in all activities.

9. Club Tokens - Children in Years 1 and 2 are a member of a Club. They earn tokens for their Club by displaying good behaviour and consistent effort.

10. Sanctions

- 10.1 For Years 1 and 2 each child begins the week choosing a Golden Time activity for Friday. If they choose to not follow a Golden Rule during the week, an amount of time will be taken off their Golden Time activity after at least one clear warning. The child then sits out for that amount of time.
- 10.2 In the EYFS, a more immediate form of sanction is needed. Nursery children will have a time out after some warnings.

- 10.3 Reception children follow the visual sun, grey and black cloud system. All children start each day on the sun but if they choose to misbehave, and after verbal warnings, their name will go on the grey cloud. Moving to the black cloud means loss of Golden Time. This occurs after 1:1 discussion between child and adult.
- 10.4 During playtimes Years 1 & 2 continue to follow the Golden Rules procedure. If Golden Time is lost, the member of staff on duty (who dealt with the incident) must inform the Form Tutor directly rather than through the child. If it is deemed appropriate, 'Time Out' may be used. The allocated area is situated on a bench next to the Summer House. Duration is at the member of staff's discretion according to the nature of the event and the age of the child.
- 10.5 For EYFS children, the 'Time Out' procedure is followed as children of this age need an immediate response to any misdemeanour. Serious incidents must be reported directly to the Form Tutor and Head of Lower Prep.

11 Rough and Tumble and Fantasy Aggression

- 11.1 Young children often engage in play that has aggressive themes – such as superhero and weapon play.
- 11.2 We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard this kind of play as pro-social and not as problematic or aggressive.
- 11.3 We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- 11.4 We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to "goodies" and "baddies" and as such offer opportunities for us to explore concepts of right and wrong.
- 11.5 We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of "teachable moments" to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Appendix 2:

Upper Prep School (Years 3 – 6) - Rewards & Sanctions

12 Rewards

We praise and reward children for good behaviour in a variety of ways:

- 12.1 Teachers **congratulate** pupils.
- 12.2 **Club points** are given to pupils. Points can be awarded for consistent good work or to acknowledge effort/good behaviour.
- 12.3 **Club Presidents acknowledge the achievements** of pupils within their Club, at their club meetings.
- 12.4 **Club Captains report to the whole school during a weekly assembly**, acknowledging particularly high achieving pupils from their Club.
- 12.5 Year 6 pupils are invited to a **VIP lunch** if they achieve their points target throughout a term or are nominated for a 'fast pass'.
- 12.6 **Praise postcards** can be awarded by any member of staff and are sent home to pupils.
- 12.7 In School assemblies and on social media, the **Head acknowledges particular efforts** and achievements of pupils, both in and out of School.
- 12.8 **Colours** are awarded to pupils in Year 6 for sports, music, art and drama.
- 12.9 **Prizes** are awarded at the end of each academic year in recognition of their achievements.
- 12.10 **Commendation** certificates and **Bene** certificates are also awarded in assemblies by the Head, for exemplary work/effort.

13 Sanctions

The Upper Prep School's ethos allows a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. As guidance, the following steps are in place:

- 13.1 All pupils are made aware of what is expected from them; to listen carefully to instructions in lessons and work diligently. If pupils do not do so, they are firmly reminded of the expectations of them, by the teacher in charge of the lesson.
- 13.2 If a further reminder is required, a **dot**, will be placed in the individual pupil's club card. The pupil is then expected to report to their Form Tutor to explain the situation.
- 13.3 A more severe offence will result in a **minus** (-5), being given and recorded in the pupil's club card. The pupil is expected to report any minus to their Club President and also to their parents to explain the situation. A minus should be recorded on iSAMS in order to track trends.

- 13.4 If necessary, a supervised **detention at break or lunchtime** will take place for a pupil who has not followed school expectations. This may be taken by a member of staff or the Club President. If the behaviour persists the pupil will be given an **after-school detention** with a Club President. This sanction may also be used for specific one-off inappropriate behaviour. Parents will be informed.
- 13.5 **Tracking cards** are used by Form Tutors and Club Presidents to monitor the behaviour/work of pupils and to set realistic goals for them to achieve. Parents will be informed and the School will work in partnership with them and the pupil to rectify the situation.
- 13.6 If necessary, a pupil may be removed from lessons for a short period of time (**Lesson Isolation**) in order to reflect on their behaviour.
- 13.7 Pupils can also be removed from their free time (**Free Time Isolation**) if a pupil is not adhering to the school rules during non-structured time.
- 13.8 It is possible that after discussion with the Head, pupils may be **withdrawn from taking part in a particular activity** until their behaviour improves or as a one-off punishment for an offence.
- 13.9 An **SLT detention** will be given if a child is not seen to be learning from previous mistakes or for more serious misdemeanours. This detention will take place on a Friday evening (16:10 – 17:30) and will involve a letter sent home to parents. It will take priority over any other School activity.
- 13.10 In exceptional cases, and if a pupil is disrupting the learning of others, the pupil will be given into the care of a member of the SLT in an **Internal Suspension**. Parents will be invited to discuss such events with the Deputy Head or Head to seek a successful conclusion.
- 13.11 In rare circumstances, there will be **Suspension** of a particular pupil. This is typically for serious breaches of School Rules where a period of time away from the School is deemed appropriate by the Head.
- 13.12 **Exclusion** from School. Where all previous strategies have failed to succeed, or if the welfare of the pupils is put at risk, the Head will review the pupil's future place in the School. This will always involve discussions with the Headmaster.

Appendix 3: Senior School (Year 7 – Year 13) - Rewards & Sanctions

14 Rewards:

In the Senior School pupils' positive academic achievement is recognised through publicity at Assemblies, wall displays and publications, social media and on our website. In addition, pupils are rewarded as follows:

- 14.1 **Oral and written encouragement and praise** Teachers may verbally praise pupils when they are given the opportunity to do so and encouraging comments are made on submitted written work according to departmental and school marking policies.
- 14.2 **Rewards** Are awarded for consistent good work or to acknowledge effort/good behaviour in or outside the classroom.
- 14.3 **Commendations** When curriculum work is of an exceptionally high standard, a Commendation will be awarded by a member of staff. Commendations may be awarded for academic work of an exceptional standard, a notable pastoral contribution or any other contribution to School life. Commendations for Sixth Formers are recorded in the form of Coffee Shop Tokens. All commendations are recorded on iSAMS.
- 14.4 **Headmaster's Commendations** Occasionally colleagues may wish to commend a pupil to the Headmaster for outstanding work or contribution to school life.
- 14.5 **Prizes** Prizes are awarded at Prize Giving in June for exceptional performance over the year. Subject prizes are awarded and all-round academic performance is also recognised. In addition, prizes are awarded for specific achievement in extra-curricular activities.
- 14.6 **Colours** Colours are awarded by the School for sport, the arts and by the House to reflect outstanding commitment.

15 Sanctions

The School's ethos allows a number of sanctions to ensure a safe and positive learning environment. The **School Rules & Pupil Code of Conduct** are in place to guide pupils. In the case of misbehaviour or academic infraction the following sequence may apply in the Senior School:

- 15.1 In the first instance, dealt with by the subject teacher;
- 15.2 Record any action taken using 'iSAMS' (the School's management information system) thereby making the tutor aware;
- 15.3 Involvement of relevant Head of Department and action discussed;
- 15.4 Referral to Tutor and/or Head of Year, Housemaster or Housemistress;
- 15.5 Referral to Deputy Head (Pastoral) and/or Deputy Head (Academic).

This sequence may vary in the case of serious breaches of discipline.

16 Recording of sanctions

- 16.1 iSAMS will be used to record all misdemeanours with pupil's name and details of incident. Entries will be sent to the relevant tutor and Head of Year, Housemaster or Housemistress on a weekly basis. The outcome of this is typically a clear conversation between the pupil and their pastoral lead; parents will rarely be informed of one-off low-level incidents.
- 16.2 **All behaviour misdemeanours and academic infractions will always be recorded by staff on iSAMS.**

17 Teacher Detention

- 17.1 A Teacher Detention is given for poor and/or inappropriate behaviour. Typically for poor behaviour in or out of class, or for failure to hand in homework. This will be organised and conducted by the subject teacher or the relevant Head of Department. Departments can run their own detentions, as long as the relevant member of the Senior Leadership Team (SLT) has been made aware in advance.
- 17.2 **All detentions will always be recorded on iSAMS and pupils' attendance recorded.**
- 17.3 Teacher Detentions can run at any time convenient for the member of staff, but no pupil can come in early for their lunch to attend a detention. All staff must keep to the official lunchtimes for the junior year groups, as published on the Work Room Board and outside the Dining Hall.
- 17.4 **Three** teacher detentions, within a term, will automatically put a pupil into a Monday **School Detention** and will trigger an email or phone call home to parents.
- 17.5 The Deputy Head (Pastoral) monitors behaviour entries on a regular basis and is in frequent dialogue with staff.

18 School Detention (Monday 16:15 to 17:15 in the Library)

- 18.1 This detention is supervised by a Head of Year, Housemaster or Housemistress.
- 18.2 Pupils, parents and House Staff will be told if a pupil is in a **School Detention** on the previous Friday by 17:00, by email; pupils who are placed in this detention after this time will be put into the following week's School Detention.
- 18.3 The detention supersedes any School commitment a pupil has, including rehearsals, clinics, sport fixtures or practices. The detention will always be finished in time for pupils to catch the school buses home that evening.
- 18.4 Pupils who miss a School Detention, without a legitimate reason sanctioned by the Deputy Head (Pastoral), will automatically be given a SLT Detention.
- 18.5 School Detentions can be given for repeated low-level disruption in lessons; breaches of the School Rules, such as chewing gum, poor behaviour outside lessons whether in Houses or in co-curricular activities.

- 18.6 A teacher or activity lead cannot put a pupil into a School Detention for a 'single offence' without making the Deputy Head (Pastoral) aware.
- 18.7 No teacher or activity lead can put more than 5 pupils into a School Detention. When over 5 pupils the teacher or activity lead will run the session themselves, as a Teacher Detention.

19 SLT Detention (Monday 16:15 to 18:15 in the Library)

- 19.1 This detention is for a significant or persistent breach of the '**School Rules & Pupil Code of Conduct**', or for an accumulation of detentions in a given timeframe. For example, three School Detentions in one term, pupils being rude to a member of staff, pupils going off-site without signing out, cheating in a test etc.
- 19.2 This will involve a letter sent home to parents from the Deputy Head (Pastoral) and will take priority over any other School activity.

20 Internal Suspension (Gating)

- 20.1 Pupils lose all their free time in school for a given period of time; the length of the internal suspension is determined by the Deputy Head (Pastoral) in consultation with the Headmaster.
- 20.2 Pupils are supervised throughout their free time on the school site by the School Prefects and members of staff. An internal suspension supersedes any school commitment during the school day but pupils can attend clinics after-school, but need to get their 'Gating Card' signed for that clinic. An internal suspension will always finish with a SLT Detention on the subsequent Monday evening from 16:15 to 18:15 in the Library.
- 20.3 An internal suspension is for a serious breach of school discipline and is the sanction used by the School before a suspension. Any repeat of this behaviour and the pupil will be suspended. For all internal suspensions a letter will be sent home to parents by the Deputy Head (Pastoral). The pupil, during the suspension period, will carry a card to be signed after each lesson, detention, duty and evening (by their parents); failure to do so will result in further days being added.

21 Suspension

For serious breaches of School Rules where a period of time away from the School is deemed appropriate by the Head.

22 Exclusion from School

Where it is deemed appropriate that it is no longer in the interests of the pupil or the School that the pupil remains a member of Wellingborough School.

NB: Pupils and staff should be aware that **persistent bullying** will result in exclusion from School.