



## **Policy on Pupil Behaviour**

### **General Principles – The School Ethos**

West House School is a happy and vibrant community in which pupils enjoy their learning and make the most of the many opportunities offered. Our aim is to encourage all members of the school community to demonstrate respect for themselves and others. Where pupil behaviour is unacceptable, the school will initially adopt a positive approach. However, all pupils are expected to contribute to the ethos of West House School and adopt the Code of Conduct and the Framework for Expected Behaviour. **All pupils are reminded on a regular basis that they have the right to be respected and the responsibility to respect others. They are actively encouraged to learn from their mistakes and to appreciate the importance of contributing to the maintenance of the school ethos.**

### **Early Years Foundation Stage (EYFS)**

While the underpinning principles of this policy apply to the whole school and nursery, including EYFS, it is recognised that rewards and sanctions within EYFS must be appropriate to the age and developmental stage of children. Details of strategies specific to children within EYFS appear in the EYFS Handbook, a copy of which is available via the school website.

### **Organisation and Responsibilities**

#### **The Headmaster**

The Headmaster has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provisions for enforcing them.

The Headmaster is responsible for:

- Promoting self-discipline and proper regard for authority among pupils.
- Encouraging good behaviour and respect for others, and preventing all forms of bullying among pupils.
- Ensuring standards of behaviour are acceptable.
- Regulating pupils' conduct.

#### **The Deputy Head**

In the absence of the Headmaster, the Deputy Head carries the day-to-day responsibility for maintaining discipline in the school in accordance with the principles outlined above.

The Deputy Head is also responsible for carrying out an audit of written records on an annual basis to ensure that this policy is being consistently applied.

The Deputy Head is responsible for chairing a weekly meeting with colleagues to discuss behavioural issues.

### **All Teaching Staff**

All teaching staff have a responsibility to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. All staff are expected to promote self-discipline among pupils and to deal appropriately with any unacceptable behaviour, in line with the staged strategies and guidelines laid out in this document. However, as an important element of empowering teachers to manage classroom situations, staff are encouraged to employ individual behavioural management strategies alongside the staged strategies highlighted hereafter. It is important that the support systems do not constrain nor impair the professional judgement of individual teachers. The support systems are designed to back-up ongoing classroom strategies and not to replace them. Such strategies may include requiring a pupil to work in isolation or being offered the option of a 'time-out' period in another supervised classroom.

Behaviour that does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated. In the Prep Department, all staff are required to attend a weekly meeting to discuss individual pupils.

The working of the school's policies and procedures will be discussed regularly at staff meetings. Form tutors are responsible for ensuring that their class are fully aware of the Policy on Pupil Behaviour and the Anti-Bullying Policy.

Staff will also be called upon from time-to-time to identify contributing factors to episodes of poor behaviour, and to suggest possible courses of action. Training in behaviour management will be provided by the school.

### **Involvement of Parents**

Parents receive a guide on the Policy on Pupil Behaviour when their son enters the school. This is also displayed on the school website. Parents will be involved in discipline cases in line with the staged consequences/sanctions laid out hereafter.

Parents are encouraged to support good behaviour and positive habits in their children. They should also report any behavioural concerns they may have to the school. They receive a general indication of their son's behaviour on a regular basis in the form of an 'Effort Book' (Years 3 – 6), formal reports at the end of each term and Parent Consultation Evenings. However, the school encourages the use of informal lines of communication, with staff generally being available on a daily basis, without appointment.

### **Involvement of Pupils**

Staff should be aware that Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. Pupils can help reinforce behaviour policies by contributing to them.

Pupils will be invited periodically to contribute to the behaviour policy by updating their own Code of Conduct which is displayed around the school. Additionally, boys in Year 6 run the 'Communication Station' which is available during break-times to younger pupils who may be experiencing a variety of difficulties. This allows older pupils the opportunity to mentor younger boys in various matters, including supporting positive behaviour.

The Headmaster is responsible for ensuring the positive contribution of pupils. The SENCO will ensure that the needs of SEN pupils are properly taken into account, and that their participation in the consultation process is assured.

### **Rewards**

The school's behaviour policy aims to reinforce desirable behaviour and focuses on praise and reward. There are many ways in which positive behaviour can be reinforced. The impact of a quiet word, or a public word in front of the class should not be underestimated. Additionally, an informal word or a note to parents praising behaviour and general attitude is also encouraged – too often, we write only when something has gone wrong.

The rewards used by the school are listed below and defined as necessary in the appendix which forms part of this document:

- **Headmaster's Commendations**
- **Good Work Points (GWPs)**
- **Golden Time**
- **Stickers**
- **School Contribution Awards**
- **Merit Badges**
- **Positions of Responsibility – e.g. Monitors and Prefects**
- **'A Message From the Headmaster' Postcards**

Members of staff are encouraged to use additional rewards for individual groups as appropriate.

### **Support Systems**

No corporal punishment of any sort may be imposed. Equally, the threat of such punishment is unacceptable and will not take place.

Pupils devise their own Code of Conduct which is regularly monitored and reviewed and formally updated periodically. Pupil who may be experiencing difficulties are also supported by senior boys via the 'Communication Station' However, these systems are

underpinned by a strict policy aimed at ensuring continuity of behavioural standards at the school and, above all enabling progress of all pupils.

The aim of the strategy – entitled 'Enabling Progress' – is to ensure that all pupils gain positive learning, emotional and social experiences while at school. It relates to a Framework of Expected Behaviour both inside and outside the classroom. The policy is designed to raise pupil awareness of the consequences of their own actions, while addressing behavioural issues with appropriate sanctions.

The staged approach empowers teaching staff to deal with cases of low level disruption, while members of the Senior Management Team become involved if a pattern of behavioural issues emerges. Nevertheless, the strategy is flexible. Where there is a significant behavioural issue, members of the Senior Management Team may, at their discretion, bypass lower levels and place a pupil on a higher level sanction.

Likewise, to further empower staff, teachers may, at their discretion, choose to impose an element of the policy, without placing a pupil on an identified level. Most notably, this may be in the form of a lunchtime detention. However, should a pupil receive three lunchtime detentions during one term he will become ineligible for the House Treat at the end of term. A further episode of negative behaviour will result in a Headmaster's detention on a Saturday morning and the pupil being moved up one stage on the strategy framework. Children may also be referred to the learning mentor who may spend some individual time discussing the social and emotional aspects of the pupil's learning.

Where individual pupil behaviour is contrary to the Framework of Expected Behaviour and the 'Enabling Progress' strategy, the following staged consequences/sanctions will be applied (with minor adaptations for Pre-Prep):

1. First stage:

- A verbal indication that behaviour is contrary to expectations
- Pupil may be sent to play in a restricted area of the playground or sent from the playground
- Lunchtime detention
- Pupil made aware that if behaviour does not alter, parents will be informed
- Parents informed via planner or reading record book

2. Second stage:

- Break time detention/confinement
- Lunchtime detention
- Further indication that such behaviour is inappropriate and must be altered
- Pupil placed on general conduct report by the Deputy Head - parents informed of this action

3. Third stage:

- Referred to Headmaster, removal from class for one day
- Parents informed by Deputy Head via letter
- General conduct report for a period of one week - parents informed of this action
- Lunchtime detention

- Headmaster informed
4. Fourth stage:
- Referral to Headmaster. Recorded meeting involving appropriate members of staff if necessary
  - A fixed term exclusion (usually 24 hours)
  - Parents invited in to discuss concerns – follow-up letter from the Headmaster
  - Final warning
  - Indication that next step will be a fixed term exclusion (usually 24 hours)
  - Counselling session(s) with Learning Mentor
5. Fifth stage:
- Permanent exclusion

In the event of a pupil demonstrating a sustained behavioural improvement – for a period of at least two weeks – he will be rewarded with a move back to the previous stage of the system or removal from all levels at the discretion of the Deputy Head in liaison with the teaching staff. Pupils remaining on stages 1 to 3 of the system at the end of term take only a limited part in the 'fun' activities. Those on stages 4 and 5 take no part and are provided with curriculum work. The aim of this element of the policy is to encourage all pupils to work towards a full program of opportunities at the end of each term.

Each academic year, a child starts with a zero record. However, a fixed term exclusion brings with it a final warning, which is communicated in writing to the parents of the pupil concerned. A further episode of significant disruptive, aggressive or negative behaviour will result in a permanent exclusion. This decision will be taken at the sole discretion of the Headmaster, once all evidence has been considered.

All staff receive training on the psychology related to behavioural issues, usually as part of their training on anti-bullying strategies. Throughout the application of the procedures, relevant members of staff will support pupils by explaining why their behaviour is unacceptable and how they can address particular issues. Within the Prep Department, staff review the behaviour of individual pupils at a weekly briefing session.

The Code of Conduct and the Framework for Expected Behaviour are displayed throughout the school. Incidents and a register of sanctions used are recorded in a folder in the staffroom and names displayed on the staffroom notice boards. Members of staff are also required to communicate the imposing of a lunchtime detention to parents via the student planner (Prep Department).

### **Malicious Accusations Against Staff**

Procedures for dealing with allegations against members of staff are detailed within the Child Protection Safeguarding Policy. However, where, following an appropriate investigation, a pupil is found to have made a malicious accusation against a member of staff, the Headmaster will act to preserve the good name of the school and the reputation of the member of staff. In so doing, the parents of the pupil concerned will be invited to attend a meeting at which a member of the Board of Governors will be present.

Consideration will be given to the possible reasons for the malicious accusation and the school will take into account any known specific educational or emotional needs which may have influenced the pupil. If, in the opinion of the Headmaster and the Member of the Board, either the school or the member of staff has suffered any level of reputational damage and there are no extenuating circumstances to be considered, the pupil will be permanently excluded.

Should, in the opinion of the Headmaster and the Member of the Board, the malicious accusation fall short of causing reputational damage to either the school or the member of staff and/or where a pupil's specific educational or emotional needs may have had an influence on the malicious accusation, the pupil will receive a first and final warning, as well as a period of counseling with the Learning Mentor. A further incident of significant misbehavior or a repeat of such an incident will result in permanent exclusion in line with this policy.

The outcome of the meeting with parents will be communicated in writing.

### **Malicious Accusations Against Pupils**

Where, following an appropriate investigation, it becomes apparent that an accusation against a fellow pupil is unfounded and malicious in nature, the perpetrator will be sanctioned in accordance with this policy.\_

### **Pupil Restraint**

Under the law, teachers are allowed to use such force as is reasonable in all circumstances to prevent a pupil from:

- Committing a criminal offence, including behaving in a way which would be an offence if the pupil were not under the age of criminal responsibility.
- Injuring themselves or others.
- Causing damage to property, including the pupil's own property.
- Engaging in any behaviour which is prejudicial to maintaining good order and discipline at the school or among any of its pupils.

### **However:**

- Teachers must at all times exercise calm, professional judgment when using restraint.
- Physical methods to enforce the will of the teacher on a pupil should be avoided except in the circumstances prescribed above.
- The best option is never to touch a pupil in any way, which could be misinterpreted if described out of context (e.g. in a joking way, which a pupil could later deliberately misrepresent), or in a way which witnesses could misunderstand.
- All episodes of pupil restraint should be reported to the Headmaster and recorded on the 'Episode of Pupil Restraint' form.

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's Equal Opportunities Policy.

### **Disability**

Where the misbehaviour of the children is related to a mental or physical disability, the Headmaster will make reasonable adjustments to enable those children to be included within the school community, in line with the School Disability and Discrimination Policy and its duties under the Equality Act 2010.

These will include:

- Ensuring that all staff have had the necessary training in the nature of the disability.
- Ensuring that all staff are aware of any children with such disabilities.
- Ensuring that school resources are committed to assist in making reasonable adjustments.

### **Early and Late Service and Holiday Club**

While the less formal arrangements for Early and Late Service and Holiday Club are recognised, all staff have a responsibility to insist that pupils adhere to the Code of Conduct and the Framework for Expected Behaviour. Where patterns of behaviour emerge that are contrary to the ethos of the school, a pupil may, at the discretion of the Headmaster or his representative, be refused access to the Holiday Club facility.

### **Publication**

This policy will be made available to all staff. It will be made available to parents and pupils who are new to the school and will be accessible to all parents via the school website or on request from the main school office.

This policy should be read alongside the following:

- The Child Protection Safeguarding Policy (in relation to malicious allegations made against staff)
- The EYFS Behaviour Policy
- The Exclusion Policy
- The Data Protection Policy
- The Anti-Bullying Policy
- The Parental Complaints Policy
- The Disability and Discrimination Policy
- The Equal Opportunities Policy
- Non-Statutory advice
  - *Behaviour and Discipline in School 2014*
  - *Prevention and Tackling Bullying (October 2014)*
  - *SEND Code 2015 (Working together – Early Help)*
  - *Mental Health and behaviour in schools (March 2015)*

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## APPENDIX

### Definition of Terms

- **Effort Books;** Effort Books are used in Years 3 to 6 as a means of communicating pupil progress and behaviour to parents. Boys are graded for each subject in terms of effort, attainment and conduct, along with their general behaviour.
- **Fixed Term Exclusion;** An exclusion from school, equivalent to a suspension, usually for a period of 24 hours.
- **General Conduct Report;** A General Conduct Report is a means by which pupil behaviour throughout the day can be recorded by Form Teachers and other members of staff as appropriate. Parents are informed in writing when a pupil has been placed on a General Conduct Report and parents are encouraged to view the report on a regular basis and discussing matters arising with the Deputy Head. A General Conduct Report highlights specific areas for development for the pupil to work towards.
- **Golden Time;** This is a valued, positive strategy which celebrates and rewards good behaviour. The concept of Golden Time is adapted according to the age of the class and allows pupils to earn the opportunity to engage in an activity of their choice through positive behaviour.
- **Good Work Points (GWPs);** These are awarded to pupils in Reception to Year 6. Each pupil is placed in one of three houses (Trojans, Spartans or Persians) and has the opportunity to receive GWPs for any aspect of good or improved work or behaviour. A weekly certificate is handed out to the boy receiving the most GWPs and a 'House Treat' held at the end of term for those with the most GWPs.
- **Headmaster's Commendations;** These are awarded for displays of positive behaviour in the form of courtesy or any aspect of outstanding or improved work in lessons. Each one is accompanied by five Good Work Points and a sticker for younger children. Boys receiving the most Commendations are rewarded with a Commendation Prize at the end of each term.
- **Headmaster's Detention;** A Headmaster's Detention is used for boys in Years 3 to 6 only. The detention takes place on Saturday morning for one hour between 9.30am – 10.30am. Parents are informed in writing at least 24 hours' notice and have the opportunity to propose an alternative date should there be a prior engagement.
- **Permanent Exclusion;** Equivalent to expulsion from school. This measure will only be taken after a pupil has failed to respond to all reasonable efforts and supportive measures to encourage a change in behaviour.
- **School Contribution Awards;** Pupils in Year 5 are encouraged to work towards gaining a position of responsibility in Year 6 through the awarding of stickers for positive contributions to school life, above the normal expectations. A Bronze Merit badge is awarded after three stickers have been accumulated by an individual, a Silver badge after five and a Gold badge after seven.
- **Staff Detention;** Where appropriate, members of staff will place a pupil in a detention on a Friday lunchtime. This takes place immediately after the morning session for a period of twenty minutes.
- **Stickers;** Pupils throughout the school can earn stickers for a chart which accumulate towards earning a certificate. Stickers are awarded to boys who follow the Code of Conduct. Additional stickers may be given at the discretion of the teacher for either aspects of good work or behaviour.