

Widford Lodge  
PREPARATORY SCHOOL



**9a**

**Policy for the Promotion of Good Behaviour  
and Sanctions for Misbehaviour**

This policy applies to all pupils in the school including those in the EYFS.

Reviewed and Approved by Proprietor: November 2017  
Next Review: November 2018

## **Aims & Expectations**

This policy has regard to the DfE guidance 2016 'Behaviour and Discipline in Schools' and to the Independent Schools Inspectorate Regulations.

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. Widford Lodge is a caring school, whose values are built on discipline, mutual trust and respect for all. The school behaviour policy 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 feels happy, safe and secure and pupils, parents and staff are aware of and support the school's high expectations.

The school has a number of school rules, (see appendix A) but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the School Standards and Framework Act 1998. This school does not administer or threaten corporal punishment. Teachers in our school do not hit, push or slap children. Staff only intervene physically by using reasonable force to prevent pupils from: hurting themselves or others; damaging property; or causing disorder, in line with the DfE guidance on Use of Reasonable Force 2013. Parents will be informed on the same day, or as soon as reasonably practicable, of any such action. The event is recorded.

The school recognises that transition into, through and from the school can be challenging times for some pupils and can result in behaviour issues. Staff will approach these times with sensitivity and understanding to help pupils to cope with such situations. Handover meetings are held between staff to discuss individual children and their particular needs. Children have the opportunity to meet their new teacher at an Induction morning.

The school will take very seriously any allegation made against a member of staff which is found to be malicious. Appropriate disciplinary action will be taken against a pupil found to be making such a malicious allegation, which could include suspension or exclusion. The member of staff will receive appropriate pastoral support.

Widford Lodge is committed to promoting equal opportunities for all, regardless of age, disability, gender, race, religion or belief, or sex or sexual orientation. The school is an inclusive community with children and families from a variety of ethnic backgrounds. We treat all children fairly and apply this behaviour policy in a consistent way. We are aware of and follow our duties under the Equality Act 2010. Please see our Equal Opportunities Policy, available from our website or the School Office.

All staff should be aware of, and have consideration for, any students with SEND/Learning difficulties or disabilities. Reasonable adjustments may be made for any such pupils. Please see our SEND Policy, available from our website or the School Office.

The school aims to work in partnership with parents and any relevant external agencies in the promotion of good behaviour and supports pupils as detailed throughout this policy.

Widford Lodge expects every member of the school community to behave in a considerate way towards others.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

School staff are aware of their power to discipline pupils even when they aren't at school, to such an extent as is reasonable, where their behaviour could pose a threat or could adversely affect the school's reputation.

The school rewards good behaviour, as it believes this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Promotion of Good Behaviour**

At an assembly at the start of each academic year, the Headmaster reminds the Prep school children of the school rules. The class teacher discusses the school rules with each class. In addition to school rules each class will have its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour we expect in our school. If there are incidents of anti-social behaviour, the teacher discusses these with the whole class during form periods and PSHEE lessons.

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

- Teachers reinforce positive behaviour with praise
- Teachers give children stars for good work – Prep only
- Stickers, Smiley Faces may be used in exercise books
- Teachers send children to the Headmaster for a 'Headteacher's Award' or Head of Department for a 'pat on the back' if they have excelled in their work and attitude
- Special Mentions for Pre-Prep weekly in assembly
- Teachers send postcards home to parents to tell them about particular effort, kindness or achievements
- Politeness & Courtesy Cup awarded weekly in assembly
- We acknowledge and praise consistent good work, effort and acts of kindness
- We use Friday and Monday assemblies to celebrate the achievements of the children, both in and out of school
- Staff and older pupils provide positive role models

### **Sanctions for Misbehaviour**

As detailed above, teachers only use physical force to restrain pupils or to prevent injury. Teachers should seek help from a colleague in dangerous and volatile situations and may use the Red and Green cards to summon assistance if required. If physical intervention is used, a record will be kept, and parents will be informed on the same day, or as soon as reasonably practicable.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately **and** proportionately to each individual situation. It is important that children feel they are being treated fairly and understand the reason for the sanction imposed. Children should, where possible, be given an opportunity to correct their behaviour before sanctions are imposed.

- Sanctions appropriate to the misbehaviour can be used eg if a child drops litter they may be asked to pick up litter in the playground; if they keep leaving clothing or kit lying around they may be asked to sort the lost property and return items to their owners.
- We expect the children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- Where children are distracted or distracting others, staff may temporarily confiscate items. This could include stationery, cards, balls etc. If a pupil is found to have anything dangerous with them at school, staff may also confiscate such items. They will be returned either to the pupil or their parents with an explanation of the reason for the confiscation.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo the task or to spend time completing something they should have finished in class. They may be asked to do this during break times or at home.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he or she calms down and is in a position to work sensibly again with others. (It is up to the teacher to decide whether the child is moved to another place within the class, is asked to leave the room, is sent to another class or is sent to the Headmaster's study.) If the child misses work as a result of poor behaviour they must catch up in break-time. It is essential that the poor behaviour of one child does not affect the teaching and learning opportunities of the whole class.
- If a child messes about in the changing rooms, talks persistently in class, frequently forgets kit or homework, they may be required to spend 5 minutes (15 minute maximum) of their break standing Under the Clock. They are encouraged to spend the time reflecting on why they have to miss some of their break time and to think of ways to prevent it happening again.
- If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the teacher deals with incidents him or herself in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the relevant Key Stage co-ordinator and then possibly from the Headmaster too. It may be necessary to put the child on a 'Behaviour Report'. This will be a joint decision between the teacher and Headmaster. When a child is put on report their parents must be informed. The report will be reviewed frequently and the outcomes conveyed to the child's parents.
- For more serious misbehaviour (such as swearing, lying to a teacher, aggression towards another pupil, blatant disregard for school rules and procedures) a 'Green Slip' may be issued. The child must take this to the Headmaster in the study. The issue of a green slip means missing the breaks for at least that day. They will usually be asked to explain why the behaviour is unacceptable. When a Green Slip is issued to a child, their parents will be informed. If a child receives two Green Slips in a half-term, their parents will be asked to meet with the Headmaster so that suitable sanctions and steps to avoid further misbehaviour can be discussed. Three or more Green Slips in a half term could lead to exclusion.
- Serious misbehaviour resulting in the issue of a green slip is logged and forms part of a half termly review by senior management. The log includes details of the pupil's name, year group, date and nature of the offence as well as the sanction imposed.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident in the Bullying File and the child is spoken to and punished if appropriate. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. For details, see our anti-bullying policy.

### **Support Systems for Pupils**

As outlined above, sanctions are applied appropriately and with discussion so that children feel they are being treated fairly. The class teacher and, where appropriate, the Pastoral Deputy Head will offer guidance and support to children struggling with the behaviour expected, and will liaise regularly with parents.

### **The Role of the Class Teacher**

It is the role of the teachers to ensure that the school rules are enforced in their lessons.

The teachers at Widford Lodge have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The teachers will treat each child fairly and enforce the classroom expectations consistently.

The teachers treat all children in their class with respect and understanding.

If you are teaching a child from another class and their behaviour is a cause for concern their Form teacher must be informed.

The Form teacher will report to parents if there are concerns about the behaviour or welfare of the child.

### **The Role of the Headmaster**

It is the responsibility of the Headmaster to implement the school behaviour policy consistently throughout the school.

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. Both these actions are normally only taken after detailed consultation between home and school.

### **The Role of the Parents**

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

We expect parents to support their children's learning, and to cooperate with the school. We encourage a supportive dialogue between home and 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 punish 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 relevant teacher. If the concern remains, they should contact the Headmaster. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Pupil Voice**

The representatives of the School Council are asked annually to seek the opinions of their peers about the school's policy for sanctions and rewards. These views are then discussed in a School Council meeting with the relevant teachers and followed up as necessary, with feedback and discussion in staff meetings of any issues arising.

### **Behaviour Within the EYFS**

#### ***Aims:***

- The EYFS staff strive to ensure that every child attending Widford Lodge feels respected, valued, confident to explore their feelings and understand the needs of others (with support). We create, through positive role-models and attitudes, a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- All parents of children joining the EYFS Pre-School or Reception have the opportunity to discuss their child's behaviour with the SENCO or class teacher during a home visit. Children are then invited to join us for transitional visits in which we are able to observe their behaviour and make a clear plan of action if required.

Our named practitioner responsible for behaviour management is: Miss Debbie Poston

#### ***Expectations:***

Parents are given information at the EYFS induction evenings stating what our rules and expectations are.

The EYFS have a set of expectations which are shown to the children regularly for them to identify. These are our expectations:

-  Look after the toys and books
-  Remember to listen to others
-  Always use your indoor voice
-  Be kind and helpful to others
-  Remember our manners
-  Take turns and share
-  Be quiet and sensible when entering and leaving the Pre-school / Reception
-  Lining up

- ☺ Remember to walk inside
- ☺ Always ask to leave the room / visit the toilet
- ☺ Work as a team to tidy up after activities
- ☺ Children are asked to follow requests given by adults

Reception children and staff work together at the beginning of the year to create a set of classroom rules to follow.

### ***Rewards:***

We promote and encourage good behaviour by providing a range of rewards for the children. All children are encouraged to follow our rules and are continually verbally praised for doing so. Staff also award stickers (chosen by the children to reflect their interests) to children who help others, try hard at an activity and whose behaviour is above our expectations. Within the Pre-school, if children have been very kind to a friend, been especially good or tried exceptionally hard during activity time, they are chosen to be a special helper. Gold Star Awards/Headmaster awards are given for exceptional work or behaviour. Headmaster awards are given for exceptional work or behaviour. Children in the Reception class visit the Headmaster with the teacher/teacher assistant to receive this special award. This award, and the reason for receiving it, is noted in 'From the Study' and also in the child's reading diary. Good behaviour is shared with parents through conversation, contact books, newsletters and displays.

### ***How staff can help achieve our expectations:***

- ✓ We support children in developing self-esteem, confidence and feelings of competence and success.
- ✓ We will attempt to make rules clear and understandable to the children.
- ✓ We support children in feeling a sense of belonging, so that they know they are valued and welcome within their class and school.
- ✓ We will reinforce positive behaviour with praise and the use of class reward systems
- ✓ We praise and promote considerate behaviour such as kindness, willingness to share, and care for anyone who is hurt or upset.
- ✓ We will speak with respectful tones to the children.
- ✓ We will help to keep all the children safe within the EYFS environment.

If a child is experiencing difficulty with any of the basic rules staff will at first encourage the child to adhere to the rules by praising those that are 'doing it right'.

If a child has still not understood that their behaviour is unacceptable they will be asked to stop whatever the behaviour is and will be given a reason for this.

Children who behave in an unacceptable manner such as snatching, hurting other children, being verbally rude or aggressive are removed from the situation by a member of staff and taken to a quiet area to calm down. The member of staff will explain why their behaviour was unacceptable and, if necessary, encourage them to say sorry to the child or person concerned. The child may then re-join the activity. If physical intervention is necessary to avert immediate danger of personal injury to any person or to manage a child's behaviour if absolutely necessary then a record will be kept on a Physical Intervention Form. Any such incidents are reported to the parents on the same day, or as soon as reasonably practicable, so that they are aware of what has happened, then both staff and parents sign the form. We work with parents/carers

to address recurring inconsiderate behaviour and decide jointly upon strategies to be implemented both at school and at home. Notes may be kept to provide an on-going reflection of the child's behaviour. At staff meetings the children are discussed to ensure they are receiving all the support they need. The ethos of our EYFS is that adults will be a good role model and example to the children. Children will be encouraged to be good examples to each other.

Often behaviour can be modified with the sustained and agreed support of all adults involved with the child at home and at school.

*Practitioners responsible for writing 'Behaviour in the EYFS'- Debbie Poston and Sarah White*

### **Fixed-Term and Permanent Exclusions and Children Being Asked to Leave the School**

As detailed above, the Headmaster can give fixed-term suspensions to individual children for serious acts of misbehaviour and can permanently exclude a child for repeated or very serious acts of anti-social behaviour. There may be other circumstances in which the Headmaster, after detailed discussions and meetings with the staff and parents of a particular pupil, requests that the pupil moves to another school. This would only take place after a variety of other sanctions and support mechanisms had been implemented but where the expected improvements or results had not been forthcoming.

The school always aims to work collaboratively with parents and each step of a disciplinary or sanctions process, for example a child being on report as detailed above, is carried out in consultation and review with parents. Where the parents do not work co-operatively with the school in such matters, the Headmaster is able to formally request that the child moves to another school. In the unlikely event that the parents do not take action to move the child, the Headmaster is able to initiate proceedings by giving half a term's notice of the child needing to leave the school.

Only the Headmaster has the authority to exclude a pupil from school.

If the Headmaster excludes a pupil he informs the parents immediately by telephone giving reasons for the exclusion. This will be followed by a meeting or letter if appropriate. At the same time, the Headmaster makes it clear to parents that they can, if they wish, appeal against the exclusion.

### **Monitoring**

The Headmaster and Senior Management Team monitor the nature and frequency of incidents and serious misbehaviour and any sanction imposed.

The effectiveness of this policy is reviewed on a regular basis through discussions with the staff, which may lead to amendments and improvements.

The school keeps a variety of records of incidents of misbehaviour and reward:

- 'Incident File' giving details of any incidents, how they are dealt with and resolved
- File for serious misbehaviour
- Form teachers may keep a record of minor incidents
- Record of children put 'Under the Clock'
- Headteacher's Award Book
- Stars collected weekly
- Special Mentions recorded in a book
- Record of postcards sent home to parents

## **Review**

This policy is constantly under review and is referred to whenever incidents of challenging behaviour occur. It is formally reviewed annually.

# Widford Lodge

## PREPARATORY SCHOOL



## School Rules

**This policy applies to all pupils at Widford Lodge School including those in the EYFS**

Last Reviewed and Approved by the Proprietor: November 2017  
Next Review: November 2018

## SCHOOL RULES

Whatever we do in our school it is our expectation that we treat others as we would like to be treated ourselves.

1. Children should be courteous both to adults and each other. Visitors are welcome to Widford Lodge and children are encouraged to answer questions openly and honestly. Children in the Prep School should stand when adults enter their classroom. They should also hold doors open and stand aside on stairs when necessary. Good table manners should be demonstrated at all times.
2. School uniform should be worn with pride. Children should ensure a tidy appearance and not wear unauthorised items of clothing, jewellery and nail varnish. Girls with long hair should have it tied back with discreet bands throughout the school day and boys' hair should be out of their eyes and off the collar.
3. Any form of bullying, either verbal or physical, is unacceptable. Children should inform a teacher at once if others are being unkind to them.
4. Children should show respect for other people, regardless of their beliefs, race, disability, age or gender. They should have regard for the democratic process and a tolerance of different cultural traditions.
5.
  - a) Children should not run inside the school building.
  - b) No inside chasing (except in the Hall during PE lessons).
6. Children should not take or borrow any item belonging to anyone else without prior permission from the owner.
7. Bad language is unacceptable and inappropriate.
8.
  - a) Children should aim to arrive at lessons on time and have the correct books, pens etc. with them.
  - b) Classwork and homework should, in normal circumstances, be completed and handed in on time and to the best standard of the individual.
9.
  - a) Children must avoid dropping litter.
  - b) Desks and classrooms should be kept clean and tidy.
10. The following should not be brought to school:
  - i) Expensive toys or possessions or electrical items
  - ii) Money, unless essential for charity days and trips
  - iii) Unsuitable books, magazines or comics
11. Children can bring nutritious, nut-free snacks for morning break or for after school, if they are involved in an activity. Children should not bring sweets, fizzy drinks, crisps or chocolate. They should bring a drink of water each day.
12. No dangerous or illegal items or substances should be brought to School under any circumstances. Medicines should be handed to the Office on arrival at school in the morning and the relevant consent form for administering of medicine completed by the parent.
13. Children should not leave the School premises during or at the end of the school day, unless accompanied by an authorised adult. Where specific permission is given by parents, children in Forms 5 and 6 may walk home.
14. Children should use technology sensibly and in line with teachers' instructions. Prep school children should follow the guidelines in their signed internet agreements.