SUTTON VALENCE SCHOOL
SINCE 1576

Behaviour Policy

(Prep School)

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This Policy applies to Sutton Valence School (including, as the context requires, the Nursery and the Prep School)

Introduction

At Sutton Valence School ("the School"), our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional wellbeing of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is the Head of Pre-Prep.

Whole-School Approach to Behaviour

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils, parents and guardians.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy are central to an effective whole-school approach

to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

Code of Conduct

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where expectations are not met. Rewards and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, staff, parents, guardians, and pupils all adhere to the same code of conduct. The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents and guardians are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should understand what is expected of them and why sanctions may be imposed for inappropriate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy and Online Safety Policy are available on the School's website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/ exclusion].

Involvement of Parents and Guardians

The role of parents and guardians is crucial to the School developing and maintaining good behaviour. Parents and guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and guardians and encourages them to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents and guardians to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework. The School encourages parents and guardians to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents and guardians where practical and, if relevant, other agencies as may be required. The School welcomes feedback from parents and guardians on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

Involvement of Pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils understand their duty to follow this Behaviour Policy, observe the school expectations and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or mid-year arrivals.

Expectations and Restorative Justice

The School has Expectations instead of Rules. These were originally developed by staff and then refined in conjunction with children, parents and others within the School community. The Expectations are grouped under an approach of children being 'Ready, Respectful, Safe' (RRS) at all times. Under this umbrella RRS terminology, Expectations are non-exhaustive but examples of Expectations may be found in the appendix to this policy. These may change from time to time.

If Expectations are not met, then the School initially uses a 'restorative justice' approach. Restorative justice in education is a framework that the School uses to create safe, supportive spaces in our school. It involves encouraging the children to explore the reasons for and effects of their behaviour, and then

address any harm caused. Restorative justice aims to stop a cycle of punishment and keep children on track with their education.

Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the Expectations and that they will undertake to support the authority of the Head in enforcing the Expectations in a fair manner that is designed to safeguard the welfare of the School community as a whole.

Prefects

The School gives all children in Year 6 the opportunity to be a prefect for at least one term. Three Head Boys and three Head Girls (Head Pupils) are also chosen from within the ranks of the prefects to lead the School for a term. Prefects assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life. An appendix to this policy is the Prefect Handbook which provides the criteria used to select Head Pupils as well as further information on the selection and role of School Prefects.

Promoting Good Behaviour

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we reward and encourage good behaviour and celebrate achievements from our pupils by:

- Verbal praise for specific behaviour / choice
- Hoots & Super Hoots (for RRS / Learning Power)
- Show or reporting to form teacher or SMT
- Show or reporting to parents
- Assembly recognition
- Newsletter recognition
- Final assembly recognition
- Celebration Day recognition

Rewards are tracked using the School's Management Information System (MIS) and other mechanisms appropriate to the age of the children.
There are 12 Super Hoot Learning Powers and these are grouped into pairs. They are introduced, explained and exemplified to children in assemblies. The Super Hoot Learning Powers are as follows:

- Independence and Initiative
- Tenacity and Bravery
- Flexibility and Collaboration
- Curiosity and Originality
- Observation and Excellence
- Empathy and Reflection

Responding to Misbehaviour

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff. The School's aim in any response to misbehaviour is to restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, which may be immediate or after assessment of risk
- **Improvement -** supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Expectations at all times. However, the School acknowledges that from time to time pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Expectations and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

School staff undertake to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited. Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' or guardians' use of corporal punishment on their children or children in their care for misbehaviour that occurs in school. Corporal punishment by parents or guardians is a safeguarding issue and will be dealt with under the School's Child Protection Policy.

Examples of sanctions that are used in the School include (please note that these are not linear and that the appropriate sanction for a behaviour may require immediate escalation):

- Consequences
    - Reminder of specific expectation
    - Discreet 'verbal warning'
    - Final 'verbal warning'
    - Bespoke consequence – 'making things right'

    - Removal from situation (outside room, to Lighthouse or to SMT)
    - Contacting home (using School's MIS)
- Escalation (SMT only)
    - Report card (with bespoke targets)
    - School-based service
    - Withdrawal of privileges or opportunities
    - Exclusion – internal, temporary or permanent

All incidents will be dealt with as soon as practicable.

Teachers and other staff are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. They may impose any of the sanctions listed above under Consequences. All Consequences are reported to the SMT and to the pupil's form teacher and may lead to further sanctions or escalation. The SMT will always be involved for all Escalation options. The Head and the parent(s) or guardian(s) of the child will always be involved in the more serious Escalation options, specifically the withdrawal of privileges or exclusion.

In applying sanctions, especially those with serious consequences, the School undertakes to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Child Protection policy and consider if pastoral support, an early help intervention, or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence, the sanction imposed and any consequence required.

Supporting Pupils Following A Sanction

Following a sanction, especially escalated ones, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call or meeting with parents or guardians.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

Serious Misbehaviour

The School sets out in the Parent Contract (available on the School's website) the options available for more serious misbehaviour and all parents, guardians and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School's expectations, including but not limited to criminal behaviour. Examples of serious breaches of the School's expectations which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and / or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection Policy as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser from the School and that incidents may also be referred to the Police, where appropriate to do so.

Removal From Situation

Removal is where a pupil is required to spend a limited time out of the classroom (or other location). This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. It will only ever be applied for as long as is necessary in the specific circumstances. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

The School's arrangements when a pupil is removed from the classroom include ensuring that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff. A clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so will also be applied.

Preventing Recurrence of Misbehaviour

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- Frequent and open engagement with parents and guardians;
- Providing mentoring and coaching;
- Short-term behaviour report cards or longer-term behaviour plans; and
- Any other strategies specific to the situation and behaviour.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Child Protection Policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Special Educational Needs and Disabilities

The School consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

Misbehaviour Outside of School or Online

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case. The Safe Touch Policy identifies when this might be necessary.

Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically. The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified. The School's Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used. In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

The School will always inform a parent or guardian, as relevant, when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Searching

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;

- Stolen items;
- Tobacco and cigarette papers;
- Fireworks; or
- Pornographic or offensive images.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents or guardians of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's / guardians' prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks, they may be retained and disposed of by the School and will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the School considers there is good reason to do so (for instance, the Police instructing the School to do so). Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled and reported to the Police.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned by the School to the rightful owner if there is good reason to do so.

Where a search identifies an item, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School, or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the member of staff finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, the School can decide whether it should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. The School can also decide whether the material is of such seriousness that the Police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of this policy or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then sanction the pupil in accordance with this policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection Policy.

Staff Expectations

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. All staff are committed to behaving in a way that encourages good behaviour and offers every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Policy is on our website and sets out how parents can raise a formal complaint and how the School will handle it.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The School collects this data from the following sources.

- Behaviour incident data;
- Attendance data;
- Incident of searching, screening, and confiscation; and
- Input (including from anonymous surveys) from staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the School's behaviour culture.

This policy is reviewed and updated at least annually by the Governors.

APPENDICES

Appendix 1 - Expectations

At all times

To be kind
To be Ready, Respectful and Safe (RRS) and law abiding
To listen
To be honest
To be polite
To be smartly dressed in the appropriate uniform
To try as hard as possible
To be on time
To follow instructions
To leave unnecessary personal items at home, especially expensive ones
To look after one's own possessions and treat those of others and the School in the same way

In lessons and classrooms

To complete work to the best of your ability
To be considerate of other learners and not disrupt lessons
To help other learners to learn

In between classrooms and buildings

To walk quietly around the buildings and site
To line up smartly and quietly outside classrooms before a lesson
To behave sensibly and appropriately at all times, including when using the toilets

In assembly

To enter and sit silently
To engage in conversation when appropriate
To celebrate the success of others

In the Dining Hall

To have good table manners
To engage appropriately and calmly in conversation with those on the same table
To help lay or clear tables appropriately
To host guests to the School kindly and with warmth

In the changing rooms

To store personal possessions neatly and considerately
To behave calmly and sensibly even when not supervised directly
To treat other people's belongings as if they were your own

At breaktime

To remain supervised by adults throughout breaktime
To walk smartly to and from break time
To use play equipment only where and when guided to do so
To look after or play sensibly with or on the equipment, including putting it away afterwards
To finish playing as soon as instructed to do so
To remain in the classroom during a wet break supervised by teachers or prefects

In Clubs

To behave in the same way as expected during the school day
To follow the specific expectations of Why Don't You? Club

Appendix 2 – Consequence Examples

Below are examples of behaviour that arise often and the possible consequence to be applied. These were developed in discussions between staff and with the children, thereby encompassing an element of pupil voice. The precise consequence in a given circumstance will remain at the discretion of the supervising adult, with regular guidance and training provided by the School.

Behaviour	Example Consequence
Calling out once in a lesson	Reminder of specific expectation
Calling out twice in a lesson	Discreet verbal reminder or Final verbal reminder
Calling out thrice in a lesson	Bespoke consequence – written apology to teacher and rest of class for disrupting learning, written during next break time
Damaging School or personal property	Sent / brought to SMT
Running around the school site – first time	Sent back to walk instead
Running around the school site – second time or more	Bespoke consequence – writing a list of reasons why not to run during next break time
Not assisting with laying / clearing table at lunchtime	Bespoke consequence – lay / clear entire table
Not finishing playing at end of break time – first time	Bespoke consequence – to miss time from next break time
Not finishing playing at end of break time – second time or more	Bespoke consequence – carry out School service instead of break – e.g. litter pick
Pushing into a line	Bespoke consequence – apologise to all behind and join the back of the line
Using inappropriate language or gesture	Contacting home

In general, reporting matters home often has a positive impact on the behaviour that is required to change, although the School recognises that this mechanism should be used judiciously, with discretion and only when other options have been tried or the behaviour is so serious that parents must be informed.

Whether to report matters home more often is a regular topic of conversation for the Parent Consultation Group.

Appendix 3 – Prefects & Head Pupils

All pupils in Year 6 have the opportunity to become prefects or even Head Boy / Girl for a term. It is an honour to serve as a prefect and to help the School to run smoothly and assist and guide younger children and peers appropriately. All prefects and head pupils receive a badge in recognition of their role and responsibility. Prefectship is a privilege and can be removed temporarily or permanently if the behaviour of a prefect is contrary to the criteria set out below.

Role of Prefects and Head Pupils

The following roles are carried out by prefects each term:

- Animal Care
- Librarianship
- Crossing patrol
- Wet Break duties
- Assisting with assemblies
- Support of Head of Department in ICT, Music, Games, English, Maths, Art & DT and French
- Acting as guides for Open mornings and other events through the year
- Regular meetings with the Deputy Head to discuss issues at School
- Any other tasks deemed to be appropriate

Criteria for Prefects

The following criteria are used by the staff to choose prefects for each term:

- Good recent disciplinary record
- Consistently kind
- Consistently high effort
- Someone who might earn the respect of younger children and their peers through their attitudes and behaviours

A balance of prefects across the houses (Castles) is preferable for various reasons.

Criteria for Head Pupils

The following criteria are used by the staff and children in an indicative election for the Head Pupils for each term. The Head will be given the casting vote:

- Exemplary disciplinary record
- Consistently kind

- Consistently high effort
- Consideration of their School journey and their personal development
- Display of a range of Learning Powers on a consistent basis
- Have shown themselves to be reliable and self-motivated in their attitude and work on a consistent basis
- Someone who would be considered as a role model for younger children
- Someone who commands the respect of their peers through their attitudes and behaviours