

## Behaviour Policy 2020/2021

### **School Ethos**

At St Edward's Prep School for Boys, our aims are:

- We challenge our pupils by providing an inspirational, broad-based education in a supportive, caring family environment in order to achieve success.
- We prepare children for entry to the best local grammar and independent senior schools by giving them the values, tools and skills to approach life and the next stage of their education with confidence.
- We inspire boys to develop a love of learning, the confidence to creatively investigate and collaboratively explore new ideas – we aim to develop resilient young people who value family, community, good manners and tolerance.

### **Aim of this policy is to:**

Create a secure, happy and equitable environment where our pupils choose to serve our community and embody the characteristics of our school. Good behaviour is at the centre of learning and high-quality teaching promotes effective learning and good behaviour.

Successful behaviour management requires a partnership where pupils, staff and parents share common expectations and work together to achieve them.

Children learn best when they feel safe and are in a well-managed environment. Therefore, it is important for all to adopt a **positive** approach to behaviour management by recognising and celebrating effort and success and enabling all pupils to feel valued. Pupils are taught to take responsibility for their own actions and to accept the consequences of their choices to be "the best that they can be". This behaviour and sanctions policy has been written according to the advice found within The Behaviour and Discipline in schools DfE (2014) paper and the Education Act 2002.

### **Principles of behaviour management**

The school's behaviour management policy is guided by the following principles:

- Behaviour is a shared responsibility. All staff have the responsibility to promote positive behaviour and apply a **consistent** approach both in and outside of the classroom and for pupils to observe the same in and out of school.
- All members of our community have the right to be safe and treated with respect at school and have the responsibility to ensure others feel safe and respected.
- All pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
- All pupils have the right to be listened to and treated fairly and sensitively.
- All pupils have the right to be able to learn and play without threat or disruption from others as good behaviour enhances the learning experience for all.
- All pupils have the right to know that bullying is unacceptable and will be dealt with

- Pupils are expected to develop self-discipline as this is fundamental to the personal and academic development of pupils

### **The Pupil Profile and Attitudes to Learning**

#### **EYFS**

In the Early Years pupils are focussed on the Early Learning Characteristics of Effective Learning. Pupils are encouraged to develop the following characteristics:

- Playing and Exploring
  - Finding out and exploring
  - Playing with what they know
  - Being willing to have a go
- Active Learning
  - Being involved and concentrating
  - Keeping on trying
  - Enjoying achieving what they set out to do
- Creating and Thinking Critically
  - Having their own ideas
  - Making links
  - Choosing ways to do things

To help promote these characteristics the EYFS department use the Woodland Explorers. These characteristics are:

- Talkative toad
- Wordy Weasel
- Mathematical Mouse
- Sporty Squirrel
- Diving Duck
- Digital Dog
- Friendly Frog

- Creative caterpillar
- Deciding Deer
- Curious Cat
- Resilient Rabbit
- Focus Fox
- Busy Bee

### **Years 1 - 6**

It is the intention of our community for pupils to leave St Edward's not only understanding what good behaviour is but as pupils who value and exemplify certain characteristics and attitudes in their everyday lives. Therefore, our community has defined these as 'Pupil Profile Characteristics' and 'Attitudes to Learning'.

### **Pupil Profile Characteristics**

A St Edward's Pupil is...

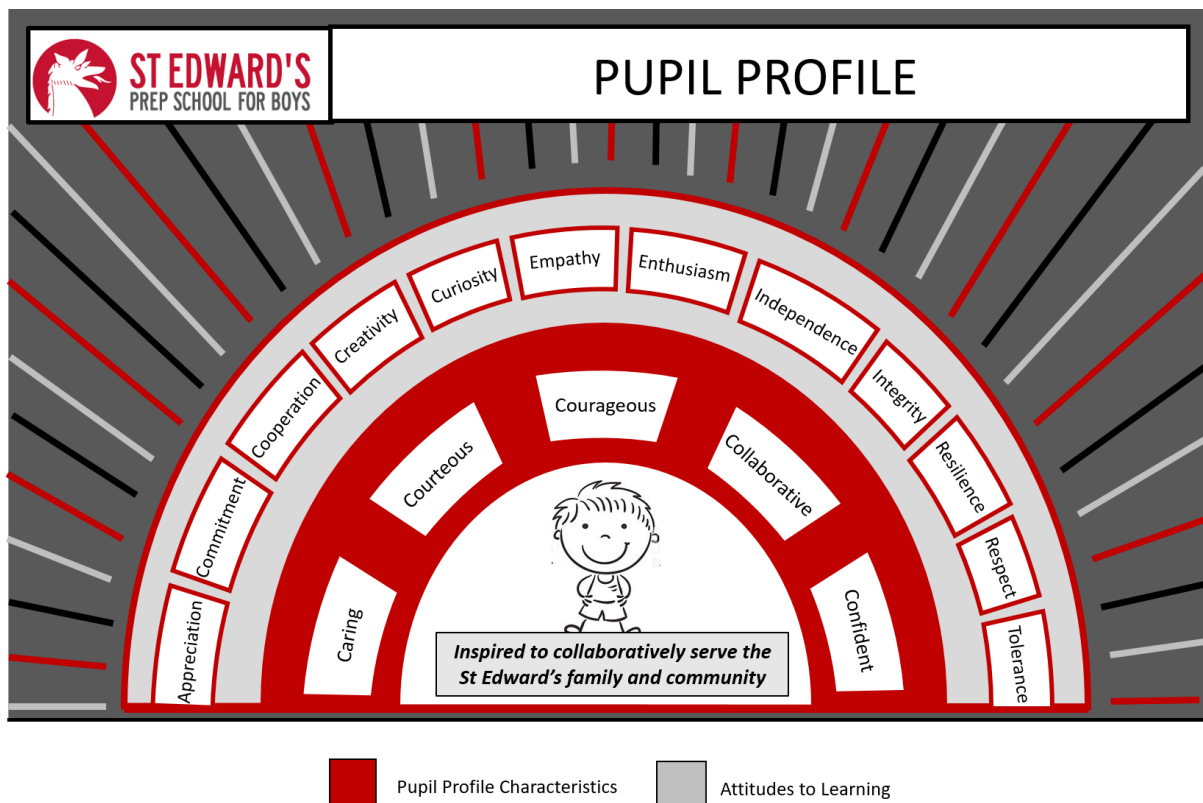
- Caring
- Courteous
- Courageous
- Collaborative
- Confident

### **Attitudes to Learning**

St Edward's pupils should show feel, value and understanding ...

- Appreciation
- Commitment
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm

- Independence
- Integrity
- Resilience
- Respect
- Tolerance



### The House System and Class Dojo Y1-6

When a child joins St Edward's, he is assigned to one of four Houses: St Andrew's, St Patrick's, St George's and St David's. Every child remains in his House group throughout his time at the school. The Houses compete against each other in a number of pursuits and sports and also via House points. Pupils will be rewarded House Points for showing, feeling and valuing the **Attitudes to Learning**. These House Points will be logged on an electronic system called 'Class Dojo'. Class Dojo is an electronic system which enables class teachers to monitor their pupils' attitudes to learning and for teachers to reward pupils for exemplifying these in lessons and at school. Parents can download an app which notifies them when their child has been rewarded a House Point. Each term the winning House has a treat, financed by the school, as a "prize" and the overall average winner receives the House Shield at the end of the year. Pupil Profile certificates will be given

### **Rewards and Consequences EYFS**

Teachers and support staff promote and reward positive behaviour at all times. Pupils are rewarded through encouragement, special responsibilities, stickers and praise from staff and their peers. Pupils are also awarded Woodland Explorer awards in the celebration assembly.

Making mistakes is part of the learning journey and if a child's behaviour is unacceptable, staff will explain why this is, acknowledge the feelings of all involved and work with the children to find a constructive solution. If a pupil continues to repeat the unacceptable behaviour they may be asked to sit out with an adult or miss part of an activity for a short period of time. Other strategies such as visual stories will also be used. The child will be encouraged to ask 'What can I do to make it better?' rather than simply offering an apology.

Unacceptable behaviour includes:

- saying hurtful things,
- hurting people physically
- being unsafe

This is not an exhaustive list and other behaviours not listed will be dealt with using the above strategies.

At St Edward's we believe that high level sanctions outlined in the policy for Y1-6 are rarely necessary for the EYFS department as children are learning and will always be given a fair chance to learn appropriate, safe and respectful behaviour. However, if there is a case in which a child's behaviour becomes consistently unmanageable and the school is unable to meet the needs of the child, a meeting would be had with parents about the suitability of the provision we can offer. Only in circumstances in which the development or safety of the child or other children in the class is compromised would alternative provision be necessary.

### **Rewards and Consequences Years 1-6**

If pupils meet our expectations as a school we will look to reward them as often as possible, Positive reinforcement for pupil behaviour is an essential part of our ethos. By combining positive recognition for appropriate attitudes and characteristics and consequences for poor behaviour, we will establish the parameters of the behaviour we want and don't want. The use of rewards is to reinforce our expectations, the Pupil Profile Characteristics and the Attitudes to Learning. This will be combined with teaching throughout the curriculum which enables pupils to understand and value these characteristics and attitudes. To enable staff, parents and pupils to understand when and what rewards the school offers and when and what consequences there might be we have defined rewards and consequences as levels. These levels are communicated to the pupils through pupil friendly reward and consequence ladders that are displayed in all classrooms and are in Prep School planners. These are an outline and examples included on the ladders are there to offer guidance and are not a definitive list.

## **Rewards**

### **Level 1 Verbal / Written Praise**

Pupils seen demonstrating an attitude to learning or characteristic from the pupil profile will receive written or verbal praise. When offering verbal or written praise it will be specific and mention the exact attitude or characteristic the member of staff is positively reinforcing.

### **Level 2 House points**

A level two reward is for consistently demonstrating one or more attitude to learning or characteristic from the pupil profile an expected level, or once at a high level. This includes manners in the dining hall. House points notify parents and feed into the whole school system.

### **Level 3 Public Recognition**

A pupil will be acknowledged publicly for demonstrating an attitude to learning or characteristic from the pupil profile. This public recognition will be achieved in our Friday celebration assembly in which parents are welcome to attend and pupils can receive the following:

- Headteacher's award – linked to an attitude to learning or characteristic from the pupil profile
- Pre-Prep Star of the week award
- Man of the Match award
- Award in Celebration Assembly

### **Level 4 End of term awards**

The end of term awards offer public and whole school recognition for consistent demonstration of the school values throughout the term in different areas of school life. The following can be achieved at the end of term assembly:

- High House Point Earners (Badges and certificates)
- Pupil Profile Awards
- Sports Colours
- House of the term award
- Head Boy, House Captains and other responsibility rewards

### **Level 5 End of Year Awards**

These awards are for boys who have demonstrated the attitudes to learning or characteristics from the pupil profile consistently across their time at school or in that academic year. Awards are given for academic, pastoral, artistic, sporting and leadership prowess demonstrated and are the highest awards. This can be rewarded in the following ways:

- Speech day prizes
- Wishford Leadership Award

### **Pupils Reward Ladder**

<p style="text-align: center;"><b>LEVEL 3 REWARD</b></p> <p>A level 3 reward is for a pupil that demonstrates an attitude to learning or characteristic from the pupil profile that exceeds the expectations of day to day life.</p>	<p style="text-align: center;"><b>PUBLIC RECOGNITION</b></p> <p>Examples of rewards:</p> <ul style="list-style-type: none"> <li>✓ Headteacher's award Pre-Prep Star of the week award</li> <li>✓ Man of the Match award</li> <li>✓ Swimmer of the week award</li> <li>✓ Sitting at the Head's Table</li> <li>✓ Award in Celebration Assembly</li> </ul>
<p style="text-align: center;"><b>LEVEL 2 REWARD</b></p> <p>A level 2 reward is for consistently demonstrating an attitude to learning or characteristic from the pupil profile at an expected level, or once at a high level.</p>	<p style="text-align: center;"><b>HOUSE POINTS</b></p> <p>Examples of rewards:</p> <ul style="list-style-type: none"> <li>✓ House Points linked to the attitude to learning</li> </ul>
<p style="text-align: center;"><b>LEVEL 1 REWARD</b></p> <p>A level 1 reward is for pupils that demonstrate an attitude to learning or characteristic from the pupil profile.</p>	<p style="text-align: center;"><b>VERBAL/WRITTEN PRAISE</b></p> <p>Examples of rewards:</p> <ul style="list-style-type: none"> <li>✓ Teacher says 'Well Done for showing...'</li> <li>✓ A written comment in your book</li> </ul>

## **Guide to Consequences**

Although St Edward's operates a positive behaviour management system, there are times where boys overstep the mark and need to be reprimanded. This should always be done in a personal way, referring to the attitude or pupil profile characteristic not displayed and not by degrading or labelling the child. E.G. low-level disruption is not showing respect for others and this is not the attitude we expect or does not show the characteristic of a caring pupil.

### **Level 1 Verbal Warning**

A verbal warning is to be issued to the pupil for low level disruption, not following instructions, low level rudeness etc. Teachers will refer to the attitude to learning or pupil profile characteristic not displayed. If necessary pupils will be made aware that failure to respond to this will lead to a 'Needs Work' (Level 2).

### **Level 2 Teacher Record**

A 'needs work' will be recorded on Class Dojo if a pupil consistently or deliberately does not show an attitude to learning or pupil profile characteristic, examples include: failure to respond to an earlier warning, behaviour that compromises Health and Safety at a low level, inappropriate language etc.

The teacher will follow a 'Needs Work' with an appropriate consequence. For example: Loss of personal time with the respective teacher to discuss their behaviour, writing an apology note to a friend, etc. Parents are not informed of a 'Needs Work', a pupil's form teacher will monitor their class and discuss with the pupil if necessary. No record is made on a pupil's permanent file. This is left at the discretion of the teacher dealing with the matter.

### **Level 3 Pastoral Referral**

A referral can be made to the Deputy Head or Head of Pre-Prep if the relevant teacher believes there has been persistent failure to respond to consequences in the lesson or a series of lessons. Additionally, if there is a deliberate breaking of an attitude to learning or pupil profile characteristic at a high level. For example: not responding to a member of staff's behaviour management, defiance, swearing, misuse or damage of resources or equipment, rough play resulting in injury, minor physical conflict, low level bullying, spitting at another etc. The Deputy Head or Head of Pre-Prep will investigate the incident speaking to all involved and assess what action needs to take place. This could be a consequence at lunchtime or break time a behavioural report card and most likely would involve parental contact to inform them of the incident.

### **Level 4 Headteacher Referral**

The pupil and their parents are asked to attend a meeting with the Headteacher in which the behaviour and consequences are discussed, this may or may not be attended Deputy head or Head of Pre-Prep behaviour. A formal warning could be given with the explanation that any further behaviour of this type is likely to see the pupil temporarily or permanently excluded. Pupils will be referred to the Headteacher for behaviour including; failure to



respond to a Pastoral Referral, serious fighting, acts of violence, maliciously spitting at another, gross defiance, small-scale vandalism, serious bullying, behaviour that compromises the Health and Safety at a high level. If a Headteacher's referral is deemed serious enough it could be escalated to the next level.

### **Level 5 – Internal/ External Exclusion Short**

As an escalation from a Headteacher's referral or if a pupil displays the following behaviour: serious vandalism, serious fighting, persistent bullying, persistent verbal abuse of staff, inappropriate sexual behaviour, serious physical violence towards a member of staff, misbehaviour that compromises Health and Safety at a high level, theft of school or another's property.

A pupil will be internally externally excluded for no more than a week. This is at the discretion of the Head Teacher.

#### **Internal Exclusion**

Pupils may be placed in isolation with the Headteacher or appropriate member of staff to undertake class work away from other pupils.

#### **External Exclusion**

The length of the external exclusion is at the discretion of the Headteacher, depending upon the offence or regularity. On occasion, a longer period of internal exclusion may be used than an external exclusion.

### **Level 6 – Permanent or Long Term Exclusion (More than a week)**

On the rare occasions where there are serious difficulties with a pupil's behaviour, where it is felt inappropriate for the pupil to remain in school for the safety of himself or others, then exclusion will be considered.

Exclusion of a pupil may take place if:

- In the opinion of the Headteacher, several sanctions have been applied with no significant effect
- Continued poor attitude or behaviour is causing danger to himself or others
- The poor attitude or behaviour is disrupting other pupils' opportunities to learn
- The actions of the boy are considered criminal e.g. stealing, criminal damage, serious assault

Temporary or permanent exclusion will be a sanction only given by the School in circumstances where no other sanction is appropriate.

There will be a full discussion with the pupil and with the parents about the incident after a complete investigation has taken place. Exclusion will be for as short a time as possible. If parents do not agree with the decision to exclude, which would only be taken after consultation with parents, they may appeal to the Proprietor. It should be noted that in the contract parents sign when their children are admitted to St. Edward's, there is a clause giving

the Headteacher and Deputy Head the right to exclude in extreme circumstances. Please see attached.

**Pupil Consequence Ladder**

<b>LEVEL 3 CONSEQUENCE</b>	<b>PASTORAL REFERRAL</b>
Persistent failure to respond to a level 2 consequence in a lesson or series of lessons or deliberately choosing not to show the correct attitude to learning or characteristic from the pupil profile at a higher level. This could include behaviour such as swearing in front of a member of staff, misuse or damage of equipment or rough play in the playground.	<ul style="list-style-type: none"> <li>Consequence from the Deputy Head or Head of Pre-Prep</li> </ul>
<b>LEVEL 2 CONSEQUENCE</b>	<b>TEACHER RECORD</b>
This is for consistently or deliberately not showing an attitude to learning or characteristic from the pupil profile. Examples include, failure to respond to an earlier warning, behaviour that compromises the Health and Safety of others at a low level, inappropriate language etc.	<ul style="list-style-type: none"> <li>The teacher records the event as a 'Needs Work' and a relevant consequence is completed</li> </ul>
<b>LEVEL 1 CONSEQUENCE</b>	<b>VERBAL WARNING</b>
This is for not demonstrating one or more of the attitudes to learning or characteristic from the pupil profile. This could include behaviour such as not following instructions, low level rudeness or disrupting others in a lesson.	<ul style="list-style-type: none"> <li>The Teacher warns you that your behaviour needs to improve</li> </ul>

**Adjustments made to the St Edward's Behaviour Policy due to COVID in line with government guidance. December 10<sup>th</sup> 2020**

Amendments to this policy communicated to staff via email and put on DHMs notice board.

**Dealing with poor behaviour considering of the child's level of stress and well-being.**

The staff at St Edward's will continue to use the behaviour ladder for all behavioural issues that take place within school. However, deeper investigation will take place researching into the specific case to look for underlying issues that may have had a direct result on this incident. Such as family members contracting the virus. For more severe incidents please refer to the school's bereavement policy.

Consequences will in general be in line with the behaviour ladder and left to the discretion of the member of staff dealing with the incident. However, this is closely intertwined with prior knowledge of the child as there may be leniency and alternative sanctions / support that may be put into place taking into account prior knowledge.

All children and staff at St Edward's will continue to adhere to strict social distancing guidelines. The staff will endeavour to do our very best to ensure that bubbles are not crossed.

Age specific allocated areas of the school will remain the same. Strict cleaning procedures will continue across the school site. All cleaning routines are clearly documented and kept with the SBM.

Severe disciplinary actions involving Pre-Prep children will be dealt with by JP and those involving children in Prep school by CH.

Children reminded by form teachers and in assemblies by JP about the importance of adhering to space and hygiene rules. There are reminders in classrooms, all staff are aware and reinforce rules when necessary. Children reminded and staff enforce at key congested times such as break and lunchtimes.

Policy Reviewed by C Hoy (Deputy Head)  
December 10<sup>th</sup> 2020

Review

May 2021

**A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE**