

Behaviour Policy

School Ethos

St Edward's Prep is an independent prep school that aims to provide a safe, happy environment in which children develop a love of learning and gain the confidence, character and the capability to fulfil their potential. A school in which pupils develop a passion for, and awareness of, the world that empowers them to take action and make it a better place for all.

In order to deliver this overall aim, we will:

- Provide a safe and nurturing environment for all our pupils, staff, parents and visitors
- Develop caring, courteous, courageous, confident and collaborative pupils, responsible for their own behaviour's and who seek to help others and make a positive contribution to the world.
- Provide every pupil with the opportunity, the confidence and the support to achieve amazing things.
- Prepare children for life after St Edward's Prep

Aim of this policy is to:

Create a safe, secure and fair environment where our pupils choose to serve our community and embody the characteristics of our school. The aim of this policy is to form a clear set of guidelines for behaviour and how it is managed with the school. Through these common values and shared goals, we will form 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. We want our children to be reflective children able to make the right choices. 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 through the vehicle of the Pupil Profile 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

Reasonable adjustments

At St Edwards prep we believe behaviour is communication for unmet needs. As part of our SEND policy (See SEND policy) reasonable adjustments for SEND children will be considered based on the pupil's individual area of need. The SENDCo may contact external agencies to further support positive behaviours if interventions are unsuccessful and/or there is an increased frequency of negative behaviours.

If we feel we need to make reasonable adjustments based on pupils' individual needs, a personalised behaviour plan will be put in place and agreed with parents.

The Pupil Profile Characteristics and Attitudes to Learning

The Pupil Profile provides the framework in which children learn to develop the common characteristics and attitudes that make our school so special.

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...

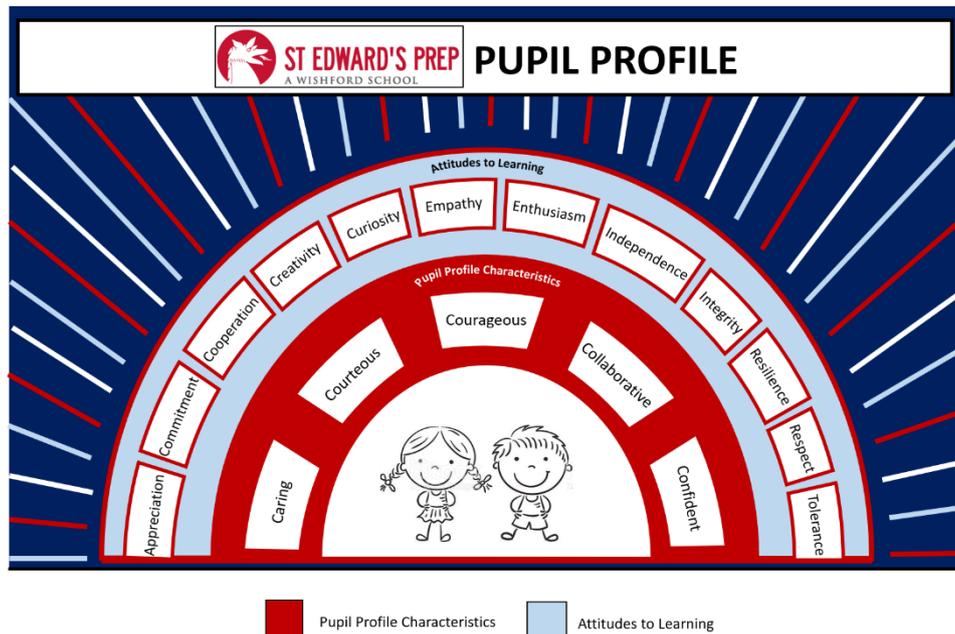
- Caring

- 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. 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. The verbal praise will be backed up by the visual action of moving a child's name onto the characteristic or attitude they are displaying. Once a child moves there they will stay there until they end of the day. Children should not be moved off as a punishment.

Level 2 House points and House Challenges

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. House points

are awarded to the individual. This includes manners in the dining hall. House points notify parents and feed into the whole school system. House Challenges are used in the lunch hall for children to work towards a goal whilst they sit in their house. The best-behaved house may go up first for lunch for example.

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 offers 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 pupils 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

Pupil Reward Ladder

<p style="text-align: center;">LEVEL 3 REWARD</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;">PUBLIC RECOGNITION</p> <p>Examples of rewards:</p> <ul style="list-style-type: none"> ✓ Headteacher's award Pre-Prep Star of the week award ✓ Man of the Match award ✓ Swimmer of the week award ✓ Sitting at the Head's Table ✓ Award in Celebration Assembly
<p style="text-align: center;">LEVEL 2 REWARD</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;">HOUSE POINTS</p> <p>Examples of rewards:</p> <ul style="list-style-type: none"> ✓ House Points linked to the attitude to learning
<p style="text-align: center;">LEVEL 1 REWARD</p> <p>A level 1 reward is for pupils that demonstrate an attitude to learning or characteristic from the pupil profile. You will receive verbal praise and your name</p>	<p style="text-align: center;">VERBAL/WRITTEN PRAISE</p> <p>Examples of rewards:</p>

<p>will be displayed on the Pupil Profile display.</p>	<ul style="list-style-type: none"> ✓ Teacher says 'Well Done for showing...' ✓ A written comment in your book
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Guide to Consequences

Although St Edward's operates a positive behaviour management system, there are times where pupils overstep the mark and need to be understood that their behaviour has consequences. This should always be done in an impersonal way, referring to the attitude or pupil profile characteristic not displayed and not by degrading or labelling the child. Fear should not be used as a deterrent; teachers should always seek to provide the opportunity for a child to reflect and learn about their mistake through thinking slips. 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 consequence (Level 2).

Level 2 Teacher Record

A level 2 consequence will be given and recorded on CPOMS if a pupil consistently or deliberately does not show an attitude to learning or pupil profile characteristics, examples include: failure to respond to an earlier warning, behaviour that compromises Health and Safety at a low level, inappropriate language etc.

Thinking slips are used to give children the chance to reflect on their attitude and character but are not the only form of consequence. Other examples could include: 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 level 2 Consequence 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 Director of Pastoral 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 higher 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. Director of Pastoral 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. The incident will be recorded on CPOMs and monitored by the DSL and SLT on a half termly basis. If the Director of Pastoral is not available the Headteacher, Director of Academics or Early Years Coordinator will manage the referral.

When to escalate to Level 4:

- If the child/pupil does not respond to positive interventions*
- If the behaviours repeat over a monitored period of time**
- If behaviour escalates in frequency and/ or severity
- The behaviour is at a level outlined in the level 4 Headteacher's referral

* Two weeks maximum

** Six weeks maximum

Interventions:

- Thinking slips and restorative actions with a member of SLT
- Positive behaviour card with two-week timeframe
- Positive behaviour Check-ins by a member of SLT

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 other relevant members of staff. 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. The incident will be recorded on CPOMs and monitored by the DSL and SLT on a half termly basis.

When to escalate to Level 5:

- If level 4 interventions are unsuccessful* and negative behaviour outlined at level 4 continues

- If behaviour escalates in frequency and/ or severity
- If new level 3 and 4 behaviours emerge that demonstrate a negative patterns of behaviour continuing
- The behaviour is at a level outlined in the level 5 internal/External exclusion

*Interventions will be deemed unsuccessful if the child/pupil does not show an improvement in behaviours outlined within the timeframe communicated to the parents within the Headteachers meeting with parents. At this time immediate improvement will be expected within one week.

Level 4 interventions:

- Behaviour card with shorter time frames
- Supervision for the child/pupil at breaktimes
- Regular parental communication

Level 5 – Internal Exclusion

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.

When to escalate to Level 5 External Exclusion:

- If level 5 interventions are unsuccessful* and serious negative behaviours persist outlined within level 5 internal exclusion
- If behaviour escalates in frequency and/ or severity
- If new level 4 and 5 behaviours emerge that demonstrate serious negative patterns of behaviour continuing
- The behaviour is at a level outlined in the level 5 External exclusion

*Interventions will be deemed unsuccessful if the child/pupil does not show an improvement in behaviours outlined within the timeframe communicated to the parents within the Headteachers meeting with parents. At this time immediate improvement will be expected within one week.

Level 5 interventions:

- Internal exclusion for no more than a week with SLT or an appropriate member of staff to undertake class work away from other pupils
- Supervised for breaktimes
- Regular parental communication

- De-escalation measures of a positive behaviour card with shorter time frames will be introduced for the child/pupil to demonstrate positive behaviours.

Level 5 External Exclusion Short

If the child/pupil repeats the following serious behaviours outlined in Level 5 internal exclusion: 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. The length of the external exclusion is at the discretion of the Headteacher, depending upon the offence or regularity.

When to escalate to Level 6 permanent Exclusion:

- If level 5 interventions are unsuccessful* and serious negative behaviours persist outlined within level 5 external exclusion
- If behaviour escalates in frequency and/ or severity
- If new level 5 behaviours emerge that demonstrate serious negative patterns of behaviour continuing

*Interventions will be deemed unsuccessful if the child/pupil does not show an improvement in behaviours outlined within the timeframe communicated to the parents within the Headteachers meeting with parents. At this time immediate improvement will be expected within one week.

Level 5 interventions:

- External exclusion for no more than a week at home
- Regular parental communication
- Regular positive check-ins by SLT members
- Upon return de-escalation measures using positive behaviour card with shorter time frames will be introduced for the child/pupil to demonstrate positive behaviours

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 child 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 Senior Leadership Team the right to exclude in extreme circumstances. Please see attached.

All incidents will be recorded onto CPOMs and monitored by the DSL and SLT on a half termly basis.

Pupil Consequence Ladder

LEVEL 3 CONSEQUENCE	PASTORAL REFERRAL
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"> • A child takes a thinking slip and completes and discusses it with another member of staff • Director of Pastoral or Head may be called to have an immediate discussion in certain circumstances to support and reinforce the teacher's message
LEVEL 2 CONSEQUENCE	TEACHER RECORD
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"> • The teacher records the event and a relevant consequence is completed
LEVEL 1 CONSEQUENCE	VERBAL WARNING
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	<ul style="list-style-type: none"> • The Teacher warns you that your behaviour needs to improve

instructions, low level rudeness or disrupting others in a lesson.	
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Adjustments to be made to the St Edward's Behaviour Policy during Times of Online Learning and School Closure due to COVID-19.

At times of school closure or throughout the pandemic, it is not possible to always see the anxiety and stress that children are dealing with. The school has good systems in place to report mental health concerns and a fulltime ELSA on site to support those that need help beyond the classroom. When dealing with any poor behaviour staff should be considerate of the child's mental health.

Behaviour amendments and considerations whilst learning online

When learning online. The staff at St Edward's will continue to use the behaviour ladder for all behavioural issues that take place within lessons. 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 vary due to children not being in school and staff should inform parents earlier than we would in school due to the remote nature and lack of a physical teacher.

There are new sanctions that teacher's may impose such as the removing of a child's ability to comment in shared areas or the muting of their microphone in lessons. However, these should only be used for repeated issues that arise and should be done so in consultation with parents.

Teachers need to be alert to the fact that when running an online school, the potential for online bullying and the sharing of inappropriate content increases. We continue to operate the same approach to bullying and all incidents should be investigated and dealt with in accordance with the Anti-Bullying Policy.

The sharing of inappropriate material should be investigated thoroughly. This could encompass a wide range of content some which will be deemed much more offensive than others. Silly mistakes, low level comments and media of an inappropriate but non offensive level will be dealt with by teachers. However, anything that may cause a higher level of offense or is deemed as bullying will be escalated to the SLT.

Behaviour Management whilst in schools and in bubbles and social distancing is in place.

Working in bubbles provides a new challenge for children. This may be difficult for some as they may well have siblings in another bubble to them and due to their age not understand the importance of staying apart from them in school.

Staff will be sensitive to this but calmly reinforce the new rules. If a child is deliberately breaking the rules, then this will be dealt with the form teacher at first and then escalated if necessary.

For their own safety staff need to be mindful of not mixing into another bubble and duties and breaktimes will be adjusted to keep them safe. However, the safety of each child is paramount and staff should not feel they cannot intervene because a child is not in their bubble.

It is much harder for young children to remain socially distant from their teachers and according to guidance EYFS and KS1 staff do not have to socially distance from their bubble. However, in Prep School this is more possible and teachers should keep socially distant from children if possible, during behaviour issues. However, this will not always be possible.

For escalation purposes during this time, key teachers will be allocated to deal with behaviour and the head will remain available for all bubbles but will keep distant wherever possible.

As a preventative method, input will be given regularly through assemblies and PSHEE to make children understand the importance.

Policy Reviewed: September 2022

Review: September 2023

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