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1. Introduction

- 1.1 All schools - maintained, independent, day, boarding – for all ages of pupils, from EYFS onwards, are legally required to have behaviour policies because the Government believes that such policies shape the ethos of a school. These policies are regarded as being fundamental for creating an environment that not only actively promotes learning but also gains the support and trust of pupils and their parents whilst attracting and retaining good quality staff. Behaviour policies are designed to provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed and consistency and equality of treatment can be maintained.
- 1.2 This policy applies to all day and boarding pupils in Windlesham House School “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.

2. Policy Aims

- 2.1 At the School we see education as a partnership. Our members of staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. 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.
- 2.2 Relational practice is key to our behaviour management policy and promoting the emotional well-being of all of our pupils is crucial for their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of co-curricular activities.
- 2.3 We expect pupils to treat staff and each other with consideration, good manners and to respond positively to the opportunities and demands of school life. They should follow the School Code of Conduct (see Appendix 2), understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour. The School Behaviour Policy is 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. It applies to all areas of the School.
- 2.4 The School’s Code of Conduct is reinforced throughout the whole School, using the form tutor system, assemblies and personal, social, health education (PSHE). The primary aim of the Behaviour Policy is to promote good relationships, resulting in all members of the School community working together with the common purpose of helping everyone to learn. Rewards and sanctions are in place to support this aim if and where appropriate.
- 2.5 Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable, including but not limited to those with a protected characteristic. Harassment and bullying are not tolerated as indicated by our Anti-Bullying Policy (see our website). The School takes its duties under the Equality Act 2010 seriously and is strongly

committed to promoting equal opportunities for all, regardless of race, sex, religion or belief, culture, gender reassignment, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child may be adopted, is in care or is disadvantaged.

- 2.6 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 ethos and interests of the whole community.
- 2.7 We seek to treat all children fairly and to apply this Behaviour Policy in a consistent way. We aim to help all pupils to grow in a safe and secure environment, to appreciate and respect their surroundings, to show courtesy and consideration to others and thus resulting in their becoming positive, responsible and increasingly independent members of both the School and of the extended community in which they live.
- 2.8 The Behaviour policy is underpinned by the school's core values which are displayed around the school and actively promoted in PSHE lessons, Chapels and assemblies and in form periods. (see Appendix 1)

3. Purpose of the Policy

- 3.1 The purpose of this policy is to provide simple, mutually agreed practical procedures for staff and pupils that:
- Recognise behavioural expectations
 - Positively reinforces behavioural expectations
 - Actively promote self esteem and self discipline
 - Teach appropriate behaviour through positive interventions

4. Consistency of approach

- 4.1 In implementing this Behaviour policy, the School acknowledges the need for consistency.
- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
 - Consistent follow up: teachers taking responsibility for behaviour interventions, seeking support but 'picking up one's own tab'
 - Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
 - Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
 - Consistent expectations: referencing and promoting appropriate behaviour
 - Consistent respect from the adults: even in the face of disrespectful learners
 - Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning

Consistently reinforced routines for behaviour around the site: in classrooms and around the site

- Consistent expectations in terms of our code of conduct and reinforcement of our values

4.2 *“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix*

5. Pupil Code of Conduct

5.1 Our agreed Code of Conduct is widely posted across the School, and is reinforced through the form tutor system, assemblies and PSHE as applicable to the ages of the pupils. The Code applies to both the Pre-Prep and Prep Departments of the School and all pupils are expected to be aware of and to abide by this code.

RESPECT
Respect for each other
Respect for yourself
Respect for the school

5.2 By displaying behaviours linked to the Code of Conduct we will create a safe and positive learning environment which leads to a culture of shared success.

5.3 The children will:

- Adhere to the school Code of Conduct, showing respect
- Demonstrate their commitment to and understanding of the school values
- Line up outside each lesson quietly
- Stand behind their chairs at the beginning and end of a lesson
- Follow the ‘What 3 Things’ expectations mutually agreed by all staff:
- Show active listening and be ready to learn
- Walk inside the school building
- Display good manners in terms of please and thank you

5.4 All staff, every day will:

- Meet and greet children at the classroom door.
- Refer to the Code of Conduct and the behaviours they expect to see.
- Model positive behaviours and build positive relationships and emotional currency, for example: positive noticing, showing a child that they know them and their personal interests.

- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition board (A recognition board should be used to recognise positive behaviours not pieces of work)
- Be calm and “give take up time” when going through the steps, prevent before using sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all conduct concerns on ISAMs by the end of the working day.
Not ignore or walk past children who are making / displaying poor behaviour choices.

5.5 Phase Leaders

Phase leaders are not expected to deal with behaviour referrals in isolation. Their role is to work alongside colleagues to support, guide, model and show a unified consistency to the children. Phase Leaders will:

- Be available to meet and greet the children at the beginning of the day
- Be a visible presence in the Department to encourage appropriate behaviour
- Support staff in returning children to learning by sitting in on restorative meetings and supporting staff in conversations as and when appropriate
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive notes / emails and positive phone calls
- Ensure staff training needs are identified and targeted and all new staff members are supported in our behaviour policy procedures
- Use behaviour data on ISAMs to assess patterns emerging with individual children in the phase and identify trends.
- Liaise with form teachers to support reflective conversations about behaviour patterns or trends

5.6 Senior Leadership Team

As with the Phase Leaders, the Senior Leadership Team are not expected to deal with isolated behavioural incidents. The role of the Senior Leadership Team is to work alongside all staff to ensure consistency is met and be the escalation point for repeated behavioural concerns that have not improved through teacher and phase leader intervention. Senior Leaders will:

- Take time to welcome children at the start of the day
- Be a visible presence around the site and especially at changeover times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice through staff meeting discussions and INSET sessions
- Support Phase leaders in managing children with more complex or continued negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice

- Monitor trends in the behaviour data
- Regularly review provision for children who fall beyond the range of written policies

5.7 Parents and Guardians

Parents and guardians, accepting 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. Parents will:

- Foster good relationships with the school and support the school in the implementation of this policy.
- Make their children aware of appropriate behaviour in all situations and to be aware of the school Code of Conduct, Values and expectations.
- Support the School in matters such as
 - attendance and punctuality
 - behaviour,
 - dress and appearance
 - standards of academic work
 - co-curricular activities and
 - homework/independent study.

6. Recognition and Rewards for Positive Behaviour and Effort

The School uses a range of rewards and these can be separated into behavioural rewards and academic rewards. Behavioural rewards recognise and praise the children who are going 'above and beyond' the expected norms of behaviour and these are recognised and rewarded as follows:

6.1 Classroom Level

1	Verbal Praise	Positive noticing, verbal praise
2	Recognition Board	Name(s) put on the recognition board linked to the behavioural focus.
3	Stars	Stars can be awarded for positive effort and behaviour in class, these can be given to the child on a star slip or verbally and recorded by the awarding member of staff on ISAMs In the Pre-Prep the children are awarded physical stars to put in their house box and the winning house is announced in assembly each week
4	Positive emails / calls home	Positive email / call home to parents and guardians

6.2 Whole School Level

1	Verbal Praise	Verbal praise in and around the school, in house meetings and assembly
2	Golden Moments	Children are awarded golden moments for acts of kindness that go over and above the expected behaviours. Golden moments are read out in assembly and the children who have been awarded this are able to join the queue at the front during break and lunchtimes for the week or sit on special stools in assembly in the Pre-Prep. Golden moments are displayed outside the staff room on the whole school recognition board and can be nominated through the link on the school intranet page
3	Headmaster's Kindness Award	Children can be nominated for a Headmaster's Kindness Award for consistent and outstanding levels of kindness. They are invited to the Headmaster's study and their names are displayed on the whole school recognition board. Parents are also notified. Nominations can be sent via the Headmaster's PA
4	Good Citizen Award	Children are awarded the good citizen award in their form and are nominated by form tutors. Awards are announced in the final assembly of each term.

7. Recognition and Rewards for Academic Achievements

Academic recognition and rewards praise the children's work in lessons and are awarded for work that is deemed good for that individual child, not in comparison to other children in the class. Academic recognition and rewards are awarded as follows:

7.1 Classroom Level

1	Verbal Praise	Positive noticing, verbal praise
2	Stars	Up to three Stars can be awarded for a piece of academic work, including peripatetic lessons. These can be given to the child on a star slip or verbally and recorded by the awarding member of staff on ISAMs
3	Alphas (Equivalent of 5 stars)	An alpha may be awarded for a piece of work which, in the opinion of the member of staff, is of an exceptional standard relative to the normal level of that child's work and ability. The alpha is given to the children who put it in the box outside the Headmaster's study. Alpha awards are announced and celebrated in weekly assemblies and children who have been awarded Alpha's enjoy hot chocolate with the Headmaster and his wife each week.

4	Positive emails / calls home	Positive email / call home to parents and guardians
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7.2 Whole School Level

1	Assembly Announcements - Stars	Top star winners in each year group are announced in assembly and the children who have been awarded this are able to join the queue at the front during break and lunchtimes for the week.
2	Assembly Announcements - Individual subject awards	The following awards are celebrated during the weekly whole school assembly: Player of the week (Boy and Girl) - Honourable Mentions are also celebrated Artist of the week Drama Star of the week Musician of the week Junior and Senior reader of the week
3	End of Term awards and Prizes	Children who are awarded individual subject prizes are celebrated in the final assembly at the end of each term. Prizes are nominated via a shared spreadsheet and are ratified by SLT. Form prizes are also awarded and announced in the final assembly for effort and attainment and these are also ratified by SLT ahead of being announced in the final assembly.

8. Recognition and Rewards outside the regular parameters detailed above

There are a number of other awards that fall outside of the parameters above and are recognised at whole school level at appropriate times throughout the year

1	School Colours	Colours are awarded mainly by the Games department but can also be awarded by staff in other areas such as Public Speaking, Art, Design, ICT and Music. Details should be given to the Headmaster, who will award Colours at a School Assembly.
2	House Colours	House Colours are awarded at the discretion of the Houseparents as they see fit in discussion with SLT. They are awarded at House meetings and not before the first half term of the Autumn Term.
3	Pupils Senior Leadership positions	At the beginning of each academic year, the staff will vote for the positions of head boy and head girl. The successful children will have weekly meetings with the head and represent the school during all formal functions

9. Management of behaviours not meeting the expectations

Engaging with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Conduct concerns should be recorded in ISAMs as detailed below. Staff should always and consistently in every lesson be praising the behaviour they want to see.

Children are held responsible for their behaviour. Staff in most situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given “take up time” (See Appendix 3) in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. “The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix

9.1 Classroom Level

1.	Verbal Praise and use of Recognition Board (PIP) Redirection Step 1	Highlight the children who are doing the right thing. PIP (Praise in Public) (See Appendix 4 for ways to sharpen the use of Recognition Boards) Positive reinforcement of other children around them “X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include a ‘look’ or a visual point to what you expect.
2	RIP (Remind in Private) Step 2	Choose an appropriate moment that is not detrimental to the learning of the other children in the class to privately remind the child of the expected behaviour. (Give ‘Take up Time - See Appendix 3) Praise positively the change in behaviour acknowledging this positive change
3	Warning Step 3	If the behaviour persists: A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences* if they continue. The child has the choice to do the right thing. Children will be reminded of their good previous conduct to prove that they can make good choices (Give Take up Time) Scripted approaches at this stage are encouraged (see Appendix 5) *See Step 4
4	Consequence	If the behaviour still persists:

	Step 4	<p>The child is asked to speak to the teacher away from the others. (Use questions scripted from 'The Big 5' - See Appendix 6)</p> <ul style="list-style-type: none"> • Boundaries are reset – child is informed they will have their behaviour recorded as a conduct concern • The child is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning <p>The child is then given a final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse the situation the child can go to another space in the classroom or just outside the door to reflect on their behaviour. (No longer than 5 minutes)</p> <ul style="list-style-type: none"> ❖ If a child gets to this point, the adult is responsible for logging the incident on ISAMS – under 'Conduct Concern' ❖ The form tutor will monitor the conduct concerns and inform the parents as appropriate.
5	SLT Referral Step 5a	<p>If the behaviour escalates / child refuses to move to time out</p> <p>If the step above is unsuccessful, or if a child refuses to take a time out then they will be asked to leave the room and go to the classroom next door. If necessary, the child may need to work outside their teaching area with the duty member of SLT.</p> <p>If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of the breaktime with the member of staff and if necessary, supported by the Phase Leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.</p>
	Non-Negotiable behaviours - Conduct\ Detention Step 5b	<p>If a child displays a non negotiable behaviour they will automatically spend lunchtime detention with SLT the same day or the following day if the behaviour occurs in the afternoon. No warnings need to be given for this consequence. The member of staff should notify the duty SLT member and the member of SLT supervising the detention will record it on ISAMs.</p> <p>In the first instance, form tutors will be responsible for notifying the parents.</p> <p>Non Negotiable behaviours are:</p> <ul style="list-style-type: none"> Sexist / racist / homophobic comment Swearing Physical aggression towards a peer Verbal aggression towards a peer Rudeness towards an adult Deliberate damage to school property
6	Violent Behaviours	<p>The following non negotiable behaviour may result in an internal or external suspension</p>

		Physical aggression towards an adult Repeated patterns of aggressive behaviour towards an adult / child Deliberate and destructive behaviour
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- 9.2 Support for children who are displaying repeated conduct concerns for classroom behaviour. If a child is repeatedly receiving conduct concerns for behaviour in class or lack of productivity, the form tutor will organise a restorative meeting with the child and may ask for the phase leader to be present.

1	Step 1 Opportunity to adapt behaviour over a short period of time	The form tutor will meet with the children for a restorative conversation about the recorded conduct concerns. The child will be given the opportunity to adapt their behaviour and the form tutor will allow the child the opportunity to reflect on their behaviour and discuss it. If no changes happen after 1 week then the support should move to Step 2.
2	Step 2 Satis Card	Satis cards are given to children when the child's behaviour or effort has reached such a low level that closer monitoring is considered to be the best route forward. Satis cards can be varied according to individual circumstances. Form tutors will inform parents if children are placed on a Satis card. Children on Satis Cards will discuss their agreed targets with their form tutor and should get their card filled in by their subject teachers at the end of each lesson. Form tutors should make all staff aware of which children are on Satis cards.

- 9.3 Should there be no improvement following a Satis card, parents will be asked to meet with a member of the Senior Leadership team to discuss appropriate next steps. In the first instance this will involve the Deputy Head (Pastoral) and the Senior Deputy Head who will ensure the headmaster is fully informed.

- 9.4 Outside the classroom - Free time and during non classroom based activities

- As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, staff will be consistent with 'positive noticing' and share this with them.
- Behaviour incidents should be managed during free time and non classroom based activities in line with the policy. Children who are displaying 'non expected behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stay with the adult for no more than 5 minutes. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the duty SLT member.

- 9.5 Examples of suitable consequences

- If a child's behaviour is not improving during free time, the consequence should be fitting with the behaviour, some examples are listed below. If a child is carrying out

a consequence this should be recorded by the member of staff as a Conduct Concern on ISAMs

- Making a mess in the dining hall = helping the duty staff tidy up the dining hall
- Misuse of resources - eg sports equipment = tidying the equipment sheds
- Destruction of school property = repairing or replacing the property as appropriate.
- In most cases the consequence should happen at the time of the behaviour or as close to this as practically possible.

9.6 Headmaster's Satis Card

If behaviour is consistently poor as shown by SLT referrals, conduct concerns, detentions or repeated Satis Cards or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'Headmaster's Satis Card'. Parents will be informed at this stage and invited to the meeting to work with the school. Behaviour towards agreed targets will be done discreetly. The child must have the card signed at the end of every lesson and every break, lunchtime and activity time and must be taken to the Headmaster (or in his absence the duty SLT member) at the end of every day.

9.7 Physical Restraint

9.7.1 Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables School staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" in any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching session or otherwise"
- The Act also defines to whom the power applies as follows:
 - "Any teacher who works at the School"
 - "Any other person whom the Headmaster has authorised to have control or charge of pupils"

9.7.2 All members of our staff are made aware of the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised to always use their voices first and the minimum force necessary to restrain a child for the shortest possible period of time.

9.7.3 Physical restraint is only used when pupils are considered to be a danger to themselves or to others around them. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate. These are

set out in the Association of Teachers and Lecturers' (ATL) Guidance "Restraint," and include:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

9.7.4 Members of staff are instructed to immediately inform the Headmaster when a pupil has had to be physically restrained. The pupil's name, year group, the date, the nature of the offence and the sanction imposed are entered in a confidential register so as to facilitate the identification of any pattern of behaviour. We will inform a parent, within 24 hours, when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree on a way forward for managing their child's behaviour.

10. Exclusion - Applicable to all areas of the School

10.1 A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion (including behaviour or conduct outside of School) includes the following:

- physical assault against pupils or adults; behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- verbal abuse/threatening behaviour against pupils or adults;
- persistent bullying (following previous sanctions and restorative actions), including (cyber-bullying) [in accordance with the School's Anti-Bullying Policy];
- committing a criminal offence;
- fighting;
- abuse on the grounds of race, religion/belief, disability, SENs (etc.) or any form of unlawful discrimination; sexual harassment or misconduct, including youth-produced sexual imagery;
- drug and alcohol misuse (including supply/possession/use)*
- damage to property; vandalism or computer hacking;
- theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- wilful damage to property;
- bringing illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- misconduct which brings or is likely to bring the School into disrepute;
- and persistent disruptive behaviour or breaches of the School's Behaviour Policy.

* The normal sanction for possession or involvement with drugs is expulsion. Alternative sanctions, when there are mitigating circumstances, could involve suspension and a final warning. Any pupil found offering drugs to another pupil will be expelled and following consultation with the Governors, the matter may be referred to the Police

- 10.2 Temporary exclusion may, at the School's discretion, be applied internally or externally and take the form of exclusion from an activity, classes, games or boarding. Permanent exclusion is always the sanction of last resort and the School will seek to work with external agencies to try to prevent this.
- 10.3 Authority to make a decision - Exclusion is such a serious step that only the Headmaster has the authority to exclude a pupil. As set out in the School's Terms and Conditions (Parent Contract), the School may require the removal of a pupil in circumstances where the Headmaster considers in his discretion that the behaviour or conduct of a parent (or both parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's or other children's progress at the School, or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute; and/or is not in accordance with their obligations under the Parent Contract. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds unacceptable parental behaviour or conduct includes the following:
- treating the School or a member of staff unreasonably;
 - making a malicious allegation about a member of staff or the School;
 - communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
 - behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community;
 - and breaching the School's Terms and Conditions (Parent Contract).
- 10.4 The School reserves the right to impose sanctions for parental behaviour falling short of required removal, including but not limited to placing restrictions on a parent's access to School / School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).
- 10.5 As set out in the School's Terms and Conditions (Parent Contract), the School may require the removal of a pupil in circumstances where the Headmaster considers in his discretion that the pupil's attendance or progress at the School is unsatisfactory and, in the reasonable opinion of the Headmaster, the removal of the pupil is in the School's best interests and/or those of the pupil or other children.
- 10.6 Please note that exclusion / required removal may also be imposed by the School as a sanction for a series of minor misdemeanours.

11. Investigation Procedure

- 11.1 The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place (such investigation to be carried out normally by the Deputy Head Pastoral and Senior Deputy Head). Parents will be informed as soon as reasonably practicable if a complaint or allegation under investigation is of a nature that could result in the pupil being excluded.

- 11.2 The School reserves the right to require the pupil to remain away from School as a neutral act during an investigation procedure. Alternatively, the pupil may be placed under a segregated regime on School premises.
- 11.3 Prior to any decision being taken by the Headmaster to exclude or require the removal of the pupil, the Headmaster will meet with the pupil and their parents or in circumstances involving the possibility of the pupil's required removal on the grounds of parental unreasonable behaviour, the parents.
- 11.4 If the Headmaster considers that further investigation is needed, the meeting may be adjourned, and the reason for the adjournment will be explained to the pupil / their parents.
- 11.5 Following the conclusion of the meeting the Headmaster will reach his decision on the balance of probabilities. The Headmaster will communicate his decision in writing within five working days from the meeting.

12. Appeals against exclusion / required removal

- 12.1 The School will always offer the right of appeal to any pupil excluded or required to be removed from the School. Any appeal against exclusion will be dealt with under Stage 3 of the School's Complaints Procedure and should be made in writing to the Headmaster within five working days of the pupil's exclusion / required removal. The outcome of the appeal process is final and there shall be no further right to appeal.
- 12.2 If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.
- 12.3 For the purposes of this policy "working days" refers to weekdays (Monday to Friday) during term time, excluding bank holidays and half term.

13. Recording and monitoring of sanctions

- 13.1 Where the sanction imposed is exclusion, required removal or suspension, the written report on the investigation will be placed on the pupil's file.
- 13.2 Details of the exclusion, required removal or suspension will be recorded on the School's Pupil's Sanctions Record.

14. Complaints

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which applies equally to the EYFS) is available on our website. It is in everyone's interest to resolve a complaint as speedily as possible.

15. Compliance and Monitoring

- 15.1 The Deputy Head (Pastoral) and Senior Deputy Head, as well as the Headmaster monitors the effectiveness of this policy on a regular basis.
- 15.2 The Headmaster reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The policy will be reviewed by the Governing Body a minimum of every two years.
- 15.3 The Headmaster keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 15.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix 1: School Values

I am CURIOUS
I am COMMITTED
I CREATE
I CONTRIBUTE
We CELEBRATE
We CARE

Appendix 2: Code of Conduct



Appendix 3: Take up Time

Take up time means giving the children time to respond to your private reminders (steps 2-4) before moving on to the next step. The length of take up time will depend on the situation and age of the child.



THE BEHAVIOUR SUPPORT PLAN

Calm and easy on every step with plenty of take up time.
Resist the urge to jump steps.

Reminder. Take up time.
Warning and a minute. Take up time.
Last chance and two minutes after. Take up time (lots)
Time out/Triage.
Follow up. Quick catch up or restorative conversation or imposition or payback.

WHEN THE ADULTS CHANGE

Appendix 4: Tips for effective use of the Recognition board

Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes, not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well.”
2. Names or tallies go on the board to recognise children who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Children who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Children can nominate others to be put on the board. Try stopping an activity after 15 mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone’s name is on the board a collective “whoop” is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Appendix 5: Examples of scripted approaches to ensure consistency

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Responsible) You now have the chance to make a better choice.

Thank you for listening

Warning:

I noticed you chose to..... (noticed behaviour)

This is the ____time I have spoken to you

If you choose to break the rules again you will move to the table at the back/outside.

Do you remember when _____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices.

Thank you for listening.

Consequence/ calming time

I noticed you are still choosing to (noticed behaviour)

You need to go to sit at the table at the back/ to class X

I will come and speak to you in three minutes.

Appendix 6: Restorative conversations - The Big 5



The big 5

PAUL DIX
THE BEHAVIOUR SPECIALIST

When having a restorative conversation with children try to take the emotion out of it by using 5 of these questions (No more than 5):

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Windsorham

Small lanyard sized versions of 'The Big 5' and 'The Behaviour Support Plan' can be found in the Senior Deputy Head's Office.