



Sunninghill
PREP SCHOOL DORCHESTER

**Behaviour Management Policy
Includes
Early Years Foundation Stage**

Behaviour Management Policy

We are delighted at the excellent standards of conduct we see in school on a daily basis. Our firm belief is to create a positive ethos where the self-discipline and self-esteem of children is promoted by regular praise, congratulation and affirmation.

Our teachers are kind and understanding and our older children show great respect and are excellent role models to our younger children.

This is a very strong feature of life at Sunninghill and something we are very proud of.

We are traditional in our expectations; good manners, courtesy and respect for others are expected to be the norm.

The school aims to ensure its policies and codes of conduct are applied fairly and consistently. This said, the school acknowledges that all children are unique and are allowed to make mistakes as part of their learning journey. To this extent we will be flexible, understanding and patient in our approach.

We also know the important role parents have to play in supporting high standards of behaviour and good communication with home is essential so we all sing from the same hymn sheet.

Our children all know our expectations. They are discussed in assemblies and tutor periods, written in the front of their home school diary and displayed in each classroom.

Under no circumstance must corporal punishment be used in school. Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Our Golden Rules

- Be kind, gentle and caring
- Be helpful to everybody who shares your school day
- Listen to others and follow instructions carefully
- Be honest and open minded
- Be organised and look after your property
- Work to the best of your ability

Above and beyond our Golden Rules, each class draws up at the beginning of each year their own class charter with each other.

We have a very positive outlook on encouraging our community to reach high standards. We aim to achieve this through a vibrant rewards scheme.

Rewards

There is a structured reward system running throughout the school, which serves to encourage and enthuse children. Rewards can be both formal and informal.

1. Verbal and written praise

- Encourage children in all aspects of school life e.g. creative, academic, social, moral etc
- Be specific e.g. 'You have made such progress since last week. Now you are accurately giving 6 figure grid references' or 'Thank you for telling me Jenny is upset, that was really supportive of you'
- Use stickers

2. Daily class based rewards

- To include certificates and positive messages home via homework diaries
- WOW board (Nursery)
- Stars and stickers (Nursery)
- Sunshine Certificate (Nursery)
- Jewels in the jar (Reception)
- Twinkling stars Reception - Year 2
- Smiley Face mountain Years 1 & 2
- Raffle tickets (in Loft)
- House points (see 4. House points)

3. Weekly rewards

- Each week 1 or 2 pupils from each class up to and including Year 6 receives either a 'Well Done' certificate (Reception to Year 4) or a Certificate of Achievement (Year 5 and 6) in Friday assemblies from the Headmaster. This information is logged in the "Achievement" section of 3sys. It is desirable for every child to win at least one 'Well Done' certificate per year. Both subject teachers and kitchen, admin and support staff and other teachers are able to nominate pupils
- Recognition of successes outside of school e.g. sporting achievement, noted in assemblies and in Hermes
- Reception to Year 4 PeLTS award. One pupil from each class is nominated each week for 'Team Worker', 'Active Learner', 'Creative Thinker' and 'Self Manager'.
- 'Lucky Dip' – All house points are placed in a jar and one chosen each week. The lucky name will win a fun prize.

4. House points

House points are awarded for good effort or behaviour or citizenship. House points may be awarded to effect positive change.

Children take House Points to Form Tutors or show evidence on piece of work, totalled by tutors and handed in to Mr Adams who administrates the system.

Awards for cumulative individual house points:

Bronze- 50

Silver- 100

Gold- 150

Headmaster- 250

Individual house points feed into an overall house winner each week, term and year with the 'House Cup' being awarded to the winning house captains who will tie their colours on. The trophy will be displayed in the cabinet in the main entrance.

All individual house points also go into the 'Lucky Dip' each week for a prize.

5. Golden Time

- For all children up to Year 2, a proportion of time is set aside each week to celebrate their good behaviour. Pupils who have had a good week in school will be able to follow an activity of their choice. Some pupils who do not follow our good advice may lose a certain number of minutes from their Golden Time (though not all)
- Significant minutes lost will be logged on 3sys by the teacher

6. Termly rewards

Endeavour certificates and trophies are awarded at the end of each full term for recognition of effort in Academic and Sporting domains.

At the end of year Speech Day and Prize Giving we have a number of major trophies and awards that reflect good citizenship.

Sanctions

Where ever possible we hope sanctions are a last resort and that skilled teachers have tried every strategy at their disposal before formally applying this policy. In the first instance it is the responsibility of the staff concerned to ensure an appropriate sanction is given and issues are dealt with quickly.

At the same time we will still offer support strategies to for these pupils.

A full set of records given for sanctions can be found in one of two places.

All offences are logged against a pupil's name on 3sys so that patterns can be logged.

More serious offences, and their full details, are kept in a file by the Deputy Head (Pastoral) Mr Ian Stazicker and patterns may be identified.

1. Warning

- As a first instance, a pupil will receive good advice from the teacher concerned regarding how they could change their behaviour. A traffic light system can be used and a name may be written on the white board as a visual reminder that we are in the amber "take care" zone.

- Verbal warnings without any written record can be given too and staff must use their discretion as to whether form tutors need to be informed.

2. Consequences

- Form tutors should note comments of a more persistent nature on 3sys and (where appropriate) a comment may be written in the Home/School diary or passed across to parents verbally depending on the situation. These records are very important as they can be used as reference points in discussions and meetings with parents and form important records for handover information from year to year.
- For more serious incidents or where witness statements need to be recorded, the teacher dealing with the incident should log the information against the pupil's name on 3Sys. Investigations of all serious events will be overseen by the Deputy Head (Pastoral) or Headmaster.
- The Headmaster and Deputy Head (Pastoral) read all incidents logged on 3sys daily, so are fully up to speed where, when and why events have occurred.
- If a child is mentioned on a number of times during the week, they may be kept in at break or lunchtime on the discretion of the teacher. They may also be sent to the Deputy Head (Pastoral) if a more formal approach is desired. The Form Tutor may inform parents and a letter may be sent home informing parents of the reason(s)
- Members of staff are entitled to ask a pupil to lose a proportion (but not all) of their break or lunch if they have not modified their behaviour sufficiently.

3. Repeated incidents – Friday Detention

- For more serious offences, or offences of a persistent nature, a pupil may receive a Headmaster's Friday detention (usually alongside an interview with parent and Form Tutor). This information will always be written up on 3Sys and this automatically goes to the tutor. A letter home will always accompany Friday detention and the Deputy Head (Pastoral) will keep a record of all of these incidents in the "Serious Events" file which is kept in his office.
- If appropriate the pupil may also be placed on report.
- Actions/targets/ways forward will be agreed.
- Staff will be informed at staff meetings when pupils are on/off report.
- In the past Friday detentions have been given for example for physical aggression, swearing, and inappropriate language.
- To put Friday detentions into perspective in 2016/17 six detentions were given.

4. Continuous Concerns

- For more serious offences an interview/meeting with the Headmaster and parents and an internal suspension e.g. from playtimes, Golden Time, or even lessons may be necessary. The information will always be logged on 3sys.
- In some cases if proven by written evidence, a temporary exclusion from school may be enforced.
- The Headmaster will always notify the Chair of Governors on these occasions.
- The Headmaster will make a judgement based on the evidence of the incident and previous agreements made by the pupil and their parents. Written evidence is essential if such a decision is to be upheld. The information will always be logged on 3sys.

- The decision is subject to a potential complaint by a parent and therefore the evidence has to be sufficient to stand up in a potential tribunal.
- In 2016/17 there were no internal or temporary exclusions.

5. Permanent Exclusions

Introduction

Section 7 of the Parent Contract, signed by all parents, gives the Headmaster the right to require the immediate removal of any pupil whose conduct is, in the Headmaster's opinion, unacceptable.

How might permanent exclusion arise?

1. Asking a pupil to leave Sunninghill is a very serious step to take, and the Headmaster would only take it in extremis. Our natural inclination would be to find a way in which lessons can be learned, even if this might have to include a lengthy suspension from the School, without resorting to permanent exclusion.
2. The need to ask a pupil to leave could arise after a number of misdemeanours, in which case, it is fair to assume that "the writing has been on the wall" for a while. For example, for certain misdemeanours, such as bullying or rudeness to a member of staff, pupils go through the steps in the discipline system, which is explained in the Behaviour Management policy. The level on the discipline system depends on the individual circumstances of the incident. Thus a senior pupil who is very violent to a younger pupil would be dealt more severely than one who had a violent argument with a peer. In a similar fashion, a pupil who over a period of time shows quite clearly that they are not prepared to fit in with the Sunninghill way of life and is constantly in trouble may be asked to leave even though the nature of their problem is not in itself a serious breach of discipline.
3. Undoubtedly the most unfortunate and upsetting situation is when a pupil does something that no one has expected which happens to be of a nature that makes it impossible for that pupil to remain a member of Sunninghill. Such situations would include a pupil who admits to, or who has been caught, bringing drugs into the School, a pupil caught or discovered to have been stealing either within the School or elsewhere, pupils caught or admitting to performing intimate sexual acts whilst at school or on a school trip, a pupil who assaults another pupil or a member of staff, or a pupil who repeatedly bullies other pupils. However, this list is not meant to be exhaustive and young people do the most surprising things, which is why the Parent Contract is worded as it is.
4. A pupil may also be asked to leave school in different circumstances and this relates to non-payment of school fees. The school will do everything possible to reach a compromise solution before this last resort is taken.
 - In 2016/17 there were no permanent exclusions.
5. If the School decides to offer parents the right to withdraw their child to avoid exclusion (see clause 7(c) of the ISBA Model Parent Contract) and the parents accept this offer, no right of appeal is available.

Fairness and the interview procedure

1. Once it is clear to a class teacher or a member of the management team that they are dealing with an incident that might require a pupil to leave, they will inform the Headmaster at the earliest opportunity. It must be understood that the School has a duty to its pupils to investigate any serious incident as fully as possible and in order to do this, a pupil may be asked to remain in the Headmaster's/Deputy Head's Office or to go home and stay out of contact (in their own interests) whilst investigations continue.
2. The Deputy Head or other senior manager will be responsible for the initial stages of any investigation including interviewing pupils and asking them to write statements. The pupil or pupils under investigation will be asked to nominate a supporting member of staff to be with them or to help them with the interview or with writing a statement. This might be their class teacher, or any other teacher, as long as the interviewer agrees with the choice, and that staff member is reasonably available.
3. At the earliest opportunity, the facts, as far as they are known, will be placed before the Headmaster who will ensure that parents have been informed. The Headmaster will then interview the pupil in the presence of the Deputy Head or other senior manager and, if the interviewee wishes, their supporter – this will always be offered.
4. If the final decision is that the pupil should leave the School, the Headmaster will inform the Chairman of Governors and inform the parents and the pupil at the earliest opportunity. This decision will be confirmed at the earliest opportunity in writing.
5. At all points in the interviewing process the pupil's welfare will be uppermost in the minds of staff involved and every attempt will be made to treat them with courtesy, dignity and as pleasantly as possible.
6. Pupils and their parents must appreciate that however much we may wish to forgive young people their transgressions, in any community there are rules, which are for the greater good of that community and its members. However regrettable, young people, as they seek their way in this world, step too far across lines to be allowed, for the greater good of the community, to remain, and justice must be seen to be done as it is in the wider world. That does not mean that in many cases we do not seek to offer forgiveness and understanding, and that the Headmaster will do all in his power to ensure a smooth transfer to another school.

Appeal or review procedure

These guidelines are non-contractual in nature. They have been prepared for the information and guidance of all who may be concerned in a review hearing following expulsion or the required removal of a pupil from Sunninghill Prep School.

Applying for a review hearing

7. Parents/Guardians can appeal a decision to expel or require removal, by writing to the Headmaster within five working days of receipt of the written notification of the decision in question.
8. Unless there are exceptional circumstances the review hearing will take place within fourteen days of the removal or expulsion, and may be sooner if convenient to all parties.

9. Each member of the Review Panel will be supplied with a copy of any relevant documents including a report on the pupil's conduct to date. Parents or guardians are entitled to copies of all those documents save any, which, in the opinion of the Headmaster, should not be disclosed.

The Review Panel

The Review Panel will consist of three members of the Governing body who will have no previous detailed knowledge of the case and will not normally include the Chairman of Governors.

The Review Hearing

10. The Review Hearing will take place at the School. Those present at the hearing will normally be:
 - Members of the Review Panel
 - The Headmaster
 - The Deputy Head or other Senior Manager
 - The parents or those with parental responsibility
 - The pupil
 - The Bursar
11. The parents or guardians may be accompanied by a friend or relation if they wish, however, it should be noted that this person attends as a friend and not as a representative.
12. Seven clear days' notice to the Headmaster is required if the parents or guardians wish to be accompanied by a friend or a relation who is legally qualified. Such a person should not be someone whom the parents or guardians have instructed, or intend to instruct, in legal proceedings
13. The proceedings will be chaired by one member of the Review Panel and will be conducted in an informal manner. All statements made at the hearing will be unsworn. Although the proceedings will not be tape recorded, the Bursar will be asked to keep minutes of the main points that arise. All present will be entitled, should they so wish, to write their own notes. The hearing shall be directed at all times by the Chairman of the panel who will conduct the hearing in such a manner as to ensure that all those present have the opportunity of asking questions and making comments.
14. All those attending the hearing are expected to show courtesy, restraint and good manners. The Chairman may in his or her discretion adjourn or terminate the hearing. If the hearing is terminated the original decision will stand.
15. The Panel will consider each of the queries raised by the parents or guardians so far as these are relevant to:
 - a) Whether the facts of the case, so far as they relate to the pupil, were sufficiently proved when the decision was taken to expel or to require removal of the pupil. The standard of proof will be the balance of probability, and
 - b) Whether the sanction was warranted, i.e. proportionate to the breach of discipline or other events that are found to have occurred. The requirements of natural justice will apply.
16. If the Headmaster considers it necessary in the interests of the individual or the School that the identity of any person should be withheld, the Chairman of the Panel may require that the name of that person and the reasons for withholding it be written down and shown to the Review Panel. The Chairman in his/her discretion may direct that the person be identified.

17. When the Chairman of the Panel decides that all issues have been sufficiently discussed and if by then there is no consensus he/she will send away all those attending so that the Review Panel what course of action to take.
 18. The decision of the Review Panel will either be to advise the Headmaster that they agree with the decision, or that he should reconsider the case, but the final decision still rests with the Headmaster. Parents or guardians will be notified by the Chairman of the Review Panel or the Chairman of Governors by letter or telephone within three days of the hearing of the final outcome and this will be taken as the final decision.
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Whatever sanction is employed, staff should act quickly and pupils should be left in no doubt as to why they are being punished and how, through improvements in behaviour, they can avoid a recurrence. If a pupil does not acquiesce to the punishment, the member of staff should feel free to consult with a senior member of staff without being regarded as a failure. Staff should feel confident that they have the support and guidance available when they need it. But in many situations forethought, preventative action and positive intervention can avoid the need for sanctions.

In writing this policy, reference has been made to the following documents:

- Behaviour and Discipline in School 2016
- DfE guidance on reasonable Force in schools

Complaints procedure

Parents are in the first instance encouraged to pass on comments about behaviour to firstly the tutor then the Deputy Head (Pastoral). They may also use our Complaints Procedure (published on the website) if they feel that any concerns about behaviour are not being addressed properly.

Early Years Foundation Stage

Promoting Positive Behaviour Procedure

Policy Statement

The Foundation Stage believes that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

We have a named person(s) who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We require the named person to:

Keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;

Access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development; and

Check that all staff have relevant in-service training on promoting positive behaviour.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's Promoting Positive Behaviour Policy and its guidelines for behaviour.

We expect all members of our Foundation Stage - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person or teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with Children Who Engage in Inconsiderate Behaviour

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children.

The named person who has overall responsibility for behaviour management in the Foundation Stage is: **Nikki Carr: Foundation Stage DSL.**

Who will:

- help implement the setting's behaviour procedures including the stepped approach;
- work in partnership with management to conduct an annual audit (see step 2);
- have the necessary skills to advise other staff on how to address behaviour issues and to access expert advice, if necessary;

Stepped approach

Step 1

Our named behaviour co-ordinator, will:

Ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;

Be knowledgeable with, and apply the Foundation Stage procedures on Promoting Positive Behaviour;

Continually audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.

Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

When challenging behaviour occurs it will be added to a Behaviour Log and put onto 3Sys.

We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Head of Learning Support and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the

behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.

If the behaviour continues to reoccur and remain a concern then the key person and behaviour coordinator should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.

If a trigger is identified then the behaviour coordinator/Head of Learning Support and key person will meet with the parents to plan support for the child through a Child Centered Approach (CCP) of the Special Educational Needs & Disability Code of Practice (2014). If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the individual plan. Other members of the staff team should be informed of the agreed actions in the CCP and help implement the actions. The individual plan should be monitored and reviewed regularly by the behaviour coordinator and Head of Learning Support until improvement is noticed.

Step 3

If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give occur and/or is of significant concern, then the behaviour coordinator and Head of Learning Support will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the Foundation Stage. At this point, a review of the CCP will take place and revisited with different strategies put into place.

It may also be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See Supporting Children with SEN& D policy) If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy.

Advice provided by external agencies should be incorporated into the child's CCP and regular multi-disciplinary meetings held to review the child's progress.

We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff in the Foundation Unit will use this intervention.

This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

CONFLICT RESOLUTION STEPS

- **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- **Acknowledge children's feelings.** Say something simple such as “You look really upset;” let children know you need to hold any object in question.
- **Gather information.** Ask “What's the problem?” Do not ask “why” questions as young children focus on that what the problem is rather than understanding the reasons behind it.
- **Restate the problem:** “So the problem is...” Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones (such as “stupid”) if needed.
- **Ask for solutions and choose one together.** Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
- **Be prepared to give follow-up support.** Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Focused intervention approach

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

Where we have considered all possible reasons, then a focused intervention approach should then be applied.

This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.

We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.

Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS Welfare requirements).

If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded on the 'Managing Behaviour: Intervention Record' which states clearly when and how parents were informed.