



Behaviour Policy

including Early Years Foundation Stage

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Approved by	Adam Holdsworth, Chair of Governors
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WESTVILLE HOUSE SCHOOL

Contents

1. Introduction	2
2. Rationale	2
3. Aims	3
4. Expectations	3
4.1. Pupils	3
4.2. Parents	4
4.3. Staff	4
4.4. Deputy Headteacher	4
4.5. Governors	4
4.6. Leadership	5
5. Support Systems for Pupils	5
6. Opportunities for Pupils to Take Responsibility	5
7. The Movement around School	5
8. Managing Pupils' Transition	5
9. Staff Development and Support	6
10. Allegations of Abuse Against Staff	6
11. Strategies for Dealing with Unacceptable Behaviour	6
12. Suspensions and Exclusions	7
13. The Ban on Corporal Punishment (School Standards and Framework Act 1998)	8
14. Powers to Search Pupils and the Use of Force	8
14.1. Searching Pupils	8
14.2. Confiscation	8
14.3. Use of Force	9
14.3.1. What is reasonable force?	9
14.3.2. Who can use reasonable force?	9
14.3.3. When can reasonable force be used?	9
14.3.4. Section 93, Education and Inspections Act 2006	10
15. Key Westville House School Policies Linked	10



WESTVILLE HOUSE SCHOOL

1. Introduction

This policy outlines the organisation and management of behaviour at Westville House School.

Westville House School has created the Behaviour Policy using the Non-Statutory Advice given by the DfE - Behaviour and Discipline in Schools - Advice for Headteachers and school staff (January 2016).

The policy also accounts for the advice provided in the Behaviour and Discipline in Schools (2016) Guidance and the Equality Act 2010.

The implementation of this policy is the responsibility of all staff.

2. Rationale

We consider that the best way to encourage good standards of behaviour in school is to have clear 'WHS Principles'. The WHS Principles are as follows:

- we treat others as we would have them treat us;
- we are honest, show integrity and humility in all we do;
- we celebrate our diversity and value each person equally;
- we know we are not perfect and we say sorry when we get things wrong;
- we aim to be the best version of ourselves;
- we listen to each other and like a family we recognise the needs of others;
- we are respectful, kind and polite;
- we are loyal and caring towards each other;
- we encourage each other and share what we have; and
- we display forgiveness towards one another.

From these principles and those found in the Jigsaw scheme followed for PSHEE, there is a balanced combination of rewards and sanctions within a positive community atmosphere.

For the most part, the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time, however, children who live in a community will not always agree and difficulties arise. Our children will learn from experience to expect fair and consistently applied rewards and sanctions, and distinctions will be made between serious and minor misdemeanours. Individual circumstances will be taken into account and consistent standards of praise and disapproval will be applied.

The main aim for discipline is that all the pupils will behave well. The long-term aim should be for the pupils to demonstrate self-discipline. This will be made possible if there is a clear understanding on the pupils part of what is acceptable and unacceptable behaviour.



WESTVILLE HOUSE SCHOOL

Paramount among our ideals is the uniqueness of the individual and their safety and well-being.

3. Aims

- To reinforce positive behaviour centred around rewards and incentives;
- to ensure the welfare and general safety of all children;
- to ensure that all the latest safeguarding guidance is adhered to: Keeping Children Safe in Education (KCSIE 2022);
- to make school a happy, safe, purposeful and co-operative place where all enjoy learning, working hard and doing their best;
- to foster caring attitudes where achievements at all levels are acknowledged and valued;
- to create a partnership of love, joy, respect and high expectations between children, their parents, the staff and the governors and the wider community;
- to encourage independence, confidence and an understanding that there needs to be agreed values and codes of behaviour for all groups of people so that adults and children can work together harmoniously;
- to display a fair, consistent and transparent approach to behaviour management throughout the school;
- to ensure that all members of staff at Westville House School hold pastoral care in high regard and devote much time to the welfare of all the pupils;
- to teach the pupils to take responsibility for their own actions and behaviour;
- to ensure consistency amongst staff regarding discipline in accordance with the Behaviour Policy;
- to ensure discipline is well thought out and appropriate to the offence committed; and
- to teach all pupils that they are expected to show respect and courtesy towards all members of staff within the school.

4. Expectations

4.1. Pupils

Pupils will, at all times:

- support the values of our school;
- be polite, helpful and considerate to others;
- tell a grown-up at school if they have a problem or if they are worried about anything (worry boxes are kept in all classrooms);
- try to think for themselves and take responsibility for their actions;
- behave sensibly to keep us all happy and safe;
- get to class on time;
- wear their school uniform with pride;
- work hard in lessons; and



WESTVILLE HOUSE SCHOOL

- understand that aggressive, physical or violent behaviour towards any member of Westville House staff (teaching/support staff) will not be tolerated and will carry a serious sanction if proven.

4.2. Parents

Parents are encouraged to:

- advise their children to make staff aware when problems arise;
- communicate with staff when problems arise; and
- co-operate with the school staff in developing the growth of mutual respect, self-discipline, independence and responsibility.

4.3. Staff

All staff are encouraged to:

- listen to children;
- be firm but fair;
- use positive reinforcement methods for behaviour;
- co-operate with the parents in developing the growth of mutual respect, self-discipline, independence and responsibility; and
- ensure the rights of each individual child, developing self-esteem, self-discipline, independence and responsibility.

4.4. Deputy Headteacher

The Deputy Headteacher will:

- provide appropriate guidance and support to staff and pupils in developing both the communal life of the school and the worth of each individual;
- ensure effective organisational structures to address discipline related situations; and
- be available to staff/pupils/parents if a grievance cannot be resolved straight away.

4.5. Governors

The governing body will:

- ensure a Behaviour Policy is in place which, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour;
- ensure that the policy is implemented effectively;
- ensure a record is kept of the sanctions imposed upon pupils for serious misbehaviour; and
- implement the appropriate grievance procedures when the formal process involving those immediately concerned and the Headteacher have failed.



WESTVILLE HOUSE SCHOOL

4.6. Leadership

The Headteacher will promote a culture of positive behaviour and respect by supporting the discipline of the pupils by the staff.

5. Support Systems for Pupils

Pupils with special educational needs/disabilities are taken into account when using the Behaviour and Discipline Policy (see duties under the Equality Act 2010), and reasonable adjustments are made for these pupils with identified needs. The school will develop specific strategies and methods to cater for any special needs so the child has the best possible chance of being able to display good standards of behaviour. The school will liaise with parents and if necessary other agencies (eg CAMHS, Educational Psychologists) in order to develop suitable and effective behaviour strategies.

The pupils are regularly reminded that when they feel they are in need of support that they should in the first instance approach a member of staff they feel particularly comfortable with in order to express themselves.

6. Opportunities for Pupils to Take Responsibility

At Westville House, children feel valued, trusted, admired and confident if they are given responsibility which in turn raises their self-esteem. At WHS, these opportunities are in the form of:

- School Captains;
- Prefects;
- House Captains;
- Librarians;
- Team Captains;
- Choir/Ensemble Leader;
- Class Helpers; and
- Friendship and Transition buddies

7. The Movement around School

- Noise levels should always be low; and
- staff must allow children to enjoy their breaks and then be calm and quiet when teaching is taking place.

8. Managing Pupils' Transition

PP4 (Year 2) pupils are assigned a buddy from Form 1 (Year 3) to help make a smooth transition between the Pre-Prep and the Prep Departments (KS1 and KS2). In addition, PP4 pupils use the same playground as Form 1 - Form 4 (Year 3 to Year 6) to enable the pupils to get used the different layout and rules in this playground. Playground friendship buddies circulate the play areas to assist



WESTVILLE HOUSE SCHOOL

and any pupils who need encouragement to play or have a chat. The form teachers regularly discuss the pupils in the school. Towards the end of a school year the relevant form teachers meet to discuss pupil pastoral care.

9. Staff Development and Support

The Headteacher provides ongoing support and guidance for staff in order to carry out the Behaviour and Discipline policy effectively. As part of the staff appraisal process, particular training needs can also be identified and acted on.

10. Allegations of Abuse Against Staff

All allegations that are made against staff must be taken seriously. Procedures for staff and parents if they have concerns or an allegation of abuse against a member of staff should contact the Headteacher directly except where there is an allegation against the Headteacher. Any concerns that involve allegations against a member of staff or a volunteer should be referred immediately to Mrs Sarah White (Headteacher) (or, in their absence, the Chair of Trustees, Mr Adam Holdsworth on 07770 693739). Please see the Westville House School Safeguarding and Child Protection Policy for more details. All allegations will be dealt with fairly and consistently. The protection of the pupil making the allegation and the member of staff the allegation has been made against is extremely important. The appropriate level of confidentiality must be applied at all times to ensure against unwanted publicity.

The Headteacher will make clear what action will be taken against a pupil found guilty of making a false allegation against a member of staff. All new legislation recommended in KCSIE 2022 must be adhered to.

11. Strategies for Dealing with Unacceptable Behaviour

The school adopts the following methods for dealing with examples of undesirable behaviour:

- detection;
- discussion;
- an attempt to change the behaviour: in the form of helping the pupil concerned to understand the consequences of their behaviour;
- pupils must be allowed the opportunity to make amends;
- punishment (where deemed appropriate);
- reparation for the injured party; and
- forgiveness on all parts.

The pupils are encouraged to report openly upon any observed poor or anti-social behaviour, especially bullying. They are also encouraged to interact with offenders in dissuading them from their actions.



WESTVILLE HOUSE SCHOOL

Talking through the actions that offenders have carried out is essential in preventing repeats of their actions.

- why it is wrong;
- how it is wrong; and
- how things should continue from this point onwards.

All parents have a responsibility to ensure that their child attends school and behaves in line with the school's Behaviour Policy. Parents must be informed of their child's poor behaviour.

At Westville House School, we enable the pupils to have an awareness of the 'consequences' of unacceptable behaviour.

It is essential that all staff deal with all problems and incidents relating to behaviour consistently.

Problems and incidents relating to discipline and behaviour fall into three categories:

- **Minor Incidents** (eg talking out of turn, disturbing other pupils work etc). Consequence and Procedure: these must be dealt with at the time by the form teacher or specialist teacher. Remind the pupil concerned that their behaviour is deemed to be inappropriate. Provide the pupil with a clear reason/s as to why. Use low level classroom behaviour management strategies;
- **More Serious Incidents** (eg persistent disruptive behaviour, rudeness, not completing work etc. At Playtimes - aggressive play, disobedience towards the member of staff on duty). Consequence and Procedure: All of the above should be reported back to the form teacher and commented on in the pupil homework diary. An entry will be made on CPOMS; and
- **Serious Incidents** (eg persistent disobedience, vandalism, bullying). Consequence and Procedure: See Sanction System. Child to be interviewed by the Headteacher with a Senior Member of staff present and the incident to be recorded in writing and the parents informed.

See also Child Protection Policy and follow procedures to Report and Act on Concerns including Online Safety.

12. Suspensions and Exclusions

These are very rare occurrences because when a pupil falls short of our expectations on behaviour our policy is to help and guide them towards meeting these expectations. These extreme sanctions will only be used as a last resort when all other avenues have been explored. Suspensions are for fixed periods. The period may be extended if after further investigations a greater severity of behaviour is revealed. The ultimate sanction is expulsion and the Headteacher of the school is the person to administer this form of punishment. Parents have a right to appeal against expulsion by complaining directly to the chair of governors.



WESTVILLE HOUSE SCHOOL

13. The Ban on Corporal Punishment (School Standards and Framework Act 1998)

Corporal punishment is not used, nor threatened, at Westville House School. Corporal punishment is prohibited for all pupils. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). (See 'Powers to Search Pupils and the Use of Force' below).

14. Powers to Search Pupils and the Use of Force

14.1. Searching Pupils

Guidance has been used from the following document "DfE Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies" January 2018.

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence; and
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

14.2. Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.



WESTVILLE HOUSE SCHOOL

14.3. Use of Force

Guidance has been used from the following document 'Use of reasonable force - Advice for Headteachers, staff and governing bodies (July 2013)'. All school staff have the right to employ a reasonable level of force in order to prevent pupils from committing an offence, causing injury to themselves or others, damaging property and to maintain good order in the classroom. School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

14.3.1. What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

14.3.2. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

14.3.3. When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes - to control pupils or to restrain them. The decision



WESTVILLE HOUSE SCHOOL

on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

14.3.4. Section 93, Education and Inspections Act 2006

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Procedure if Force has been used:

If force has been used, the incident should be recorded in writing and a copy of the record stored on the pupil's file. The parents of the child should be informed on the same day or as soon as reasonably practicable. A note of this communication with parents should also be recorded on the school's 'Parent Communication' form (REVIEW)

Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

The school has a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

15. Key Westville House School Policies Linked

- WHS Safeguarding and Child Protection Policy;
- WHS E-Safety Policy; and
- WHS Anti-Bullying Policy.



WESTVILLE HOUSE SCHOOL

Appendix 1

Rewards and Sanctions Systems

Aims

- To ensure that pupils and staff are clear on what the School Principles are: what the ethos is and what the Golden Rules are;
- to create a clear, fair, consistent and workable rewards systems; and
- to send more feedback to pupils and their parents on their rewards and their behaviour - a more 'stepped' approach for the child.

The Rewards and Sanctions Systems are driven by the:

- School Principles, which are as follows:
 - we treat others as we would have them treat us;
 - we are honest, show integrity and humility in all we do;
 - we celebrate our diversity and value each person equally;
 - we know we are no perfect and we say sorry when we get things wrong;
 - we aim to be the best version of ourselves;
 - we listen to each other and like a family we recognise the needs of others;
 - we are respectful, kind and polite;
 - we are loyal and caring towards each other;
 - we encourage each other and share what we have; and
 - we display forgiveness towards one another.
- Jigsaw PSHEE value statements.

These will be displayed all round school and classrooms.

Jigsaw PSHEE Value Statements

These are displayed each week in classrooms and all around school so staff and pupils can refer to them constantly during the week. The rewards systems, PSHEE and assemblies refer to these when a child displays behaviour in line with these statements.

Praise and Positive Encouragement: "Catch them getting it right!" Praise is a powerful motivator and we need to say it regularly to every child. It may be a positive comment given verbally or in writing. Praising specific behaviour/actions can be more effective than praising the child, ie, "You are lining up quietly, thank you." rather than non-specific, "You are always good, aren't you?" or negative statements such as, "Why can't you line up properly?". It should not be over-used as it then loses its value. Expect good behaviour to be the norm. Positive encouragement such as, "Well done, show me how", "Sarah show me how to line up properly", "Form 1 show me how to go to the toilets sensibly", "Form 4 show us how we tidy up the Hall properly" is much more powerful and effective than, "Stop doing that" or "Line up properly".



WESTVILLE HOUSE SCHOOL

Praise Comments: A teacher can make a positive comment in the pupil's homework diary so the parents are aware of their positive behaviour.

'Golden Time: Golden Time is operated in each pre-prep class to celebrate the week. Each child gets an opportunity to choose an activity of their choice.

Stickers: An array of special stickers is employed to recognise and praise good behaviour, hard work, progress and achievement in subjects and is a tool for each teacher to give immediate feedback.

House Points (prep) /Golden Ticket (pre-prep): A house point/golden ticket could be awarded for the following, for example:

- good work;
- good manners;
- helpfulness;
- acting responsibly; and
- an act of kindness.

Individual House Point certificates: The pupils are awarded certificates based on the number of house points they gain during each term.

Star of the Week: These are awarded by a teacher who deems a piece of work to be of an exceptional standard, or the pupil has made significant personal progress and effort in the subject. Pupils are clear how they can attain this award. Any child who receives this award will have their name read out during the Friday morning awards assembly. Each pupil having had their name read out will be invited to stand up and receive applause from the rest of the school.

Rewards

	Individual/Class/Group
Whole School	<ul style="list-style-type: none">• Verbal praise;• positive written comments on marked work;• stickers and stamps;• house points stamped in homework planner (certificates awarded);• praise comments/notes in pupil planners to parents;• star of the week award; and• jigsaw PSHEE value awards.
Pre Prep Specific	<ul style="list-style-type: none">• Golden tickets;• reflection/thinking area; and• golden time.



WESTVILLE HOUSE SCHOOL

General Strategies: The strategies below are guidance for staff on how to promote excellent behaviour both in the classroom and around school.

Whole School Strategies: The whole school strategies include:

- 'Show Me Five' display in all classrooms- consistent message;
- assembly rules - communicated and displayed in the Hall;
- music on entry to an assembly - calming (can you identify the composer?);
- praise the behaviour you want to see more of;
- place a low emphasis on punishment and a high recognition for positive achievements;
- market the school in a positive fashion;
- have a plan for potentially disruptive children and proactively prevent any problems;
- develop positive working relationships with the parents;
- promote a caring ethos towards each other;
- expect good and orderly behaviour as pupils move around the school;
- insist on good manners at all times;
- proximal praise - use a child in close proximity to the disruptive child as an example of showing good behaviour eg, "Tom well done for sitting properly.";
- understand pupils' special needs;
- set high standards of speech, manner and dress;
- assemblies - display the rules for assembly in the hall and refer to them when pupils need reminding;
- prompt start to registration, assemblies, lessons etc;
- make a clear distinction between minor and major offences. Avoid overreacting;
- talk to pupils with respect and value their opinions;
- never talk in a negative tone about a pupil or colleague in front of others;
- maintain a high standard of wall displays showing examples of children's work; and
- set up a reflective area inside and out for children to reflect on their choice of poor behaviour.

General Classroom Strategies: General classroom strategies include:

- Learning Targets - ensure the pupils know what their personal goals are and are they on track?
- "Give me 5"- display five things in your classroom you expect the pupils should be doing when the teacher is talking;
- be on time for the start of the lesson and meet and greet pupils when they come into the classroom and school;
- be prepared - Ensure that all resources are prepared in advance. Children can detect an unprepared and disorganised teacher and will take advantage by displaying poor behaviour;
- have clear routines for transitions and for stopping the class;
- engaging and interesting lessons! Keep all pupils on task, motivated and interested;
- mark all work promptly and constructively; and



WESTVILLE HOUSE SCHOOL

- provide necessary support for certain individuals.

Dealing with unacceptable behaviour: Occasionally pupils may fall short of our high expectations. In these cases we aim to deal swiftly, calmly and effectively to minimise disruption, hurt and escalation. We point out poor behaviour rather than criticising the child, eg, “You are calling out when I am talking. Please put up your hand.” rather than, “You are a rude girl.”

Low-level disruption / misconduct (such as talking out of turn, not completing the work expected of them, running in the corridors, being uncooperative, failing to follow instructions, not taking turns etc) is dealt with by the member of staff supervising the activity using the following sliding scale:

Pre Prep	<ul style="list-style-type: none"> • Verbal reminder of expected behaviour; • teacher gives a verbal warning; • teacher sends child to thinking area to reflect on behaviour; and • speak with parents if poor behaviour persists/conduct issue.
Prep	<ul style="list-style-type: none"> • Reminder of expected behaviour (refer to ethos statements and Golden Rules); • verbal warning; • Yellow Card - <i>Consequence = half of Club Time missed and teacher records in child’s planner</i>); • Red Card - <i>Consequence = all Club Time missed teacher records in child’s planner and informs parents and Form Teacher and/or Deputy Headteacher. Parents required to sign planner</i>; • ongoing Poor behaviour would result in meeting with parent and Deputy Headteacher, followed by Positive Behaviour Book (to be completed by the teacher and pupil at the end of every lesson, reviewed after one week); and • meeting with parent and Headteacher to outline clear behaviour targets, strategies and a monitoring programme.

Serious Misbehaviour such as bullying, swearing, fighting, injuring, stealing, damaging property or equipment etc is dealt with by the Headteacher or Deputy Headteacher and parents are always informed immediately. Please see the extract from the WHS Exclusions Policy below:

“The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the Headteacher would consider serious enough to merit consideration of a temporary or permanent exclusion from school:

- *physical assault against pupils or adults;*
- *verbal abuse of, threatening behaviour towards, or malicious allegations against pupils or adults;*
- *bullying, racism, sexual misconduct, drug and alcohol misuse, damage to property, theft;*



WESTVILLE HOUSE SCHOOL

- *conduct that facilitates, encourages, or makes possible, any of the offences listed above;*
- *persistent disruptive behaviour;*
- *conduct that significantly harms the reputation of the school; and*
- *conviction for a criminal offence in a court of law”.*

In accordance with the WHS Exclusions Policy a fixed-term exclusion may follow depending on the severity of the misdemeanour. Please see the anti-bullying policy for notes on bullying.

Aim of Sanctions

The aim of the sanction system is to ensure early intervention for inappropriate behaviour and give pupils ‘time out’ to reflect on and consider the ‘consequences’ of their behaviour. Pupils are given the opportunity for one- to-one discussion with an adult, WHS enrichment afternoon, to identify ways forward, to learn from their mistake(s) and make amends when appropriate.

Issuing a Sanction: A sanction can be issued for, disruptive behaviour, rudeness, unkindness, not completing work, not following the WHS School Principles etc.

The Sanction is recorded in the Home- School Communication book and the Yellow Behaviour Book.

- a pro-forma will be completed and placed in the Behaviour Tracking File in the staff room; and
- Pre-Prep Department: Incidents will be reported to the Head of Pre-Prep.

Monitoring of Behaviour Tracking File / Additional Information

The school has a Behaviour Tracking File so the Deputy Headteacher can monitor behaviour, identify trends or issues and track pupils who require further intervention.

Sanctions will not be carried forward to the next week. Pupils will have the opportunity to start afresh at the beginning of each week, although the number of sanctions obtained by pupils will be monitored and recorded in the Behaviour Tracking File. Blue and yellow books will be collected in half termly to check for any concerns.

Behaviour on School Outings

On educational visits the children are to act in a way which brings credit to our school. They should:

- sit and talk quietly on a coach with seat belts fastened;
- if possible children should not occupy the front two seats;
- no eating or drinking whilst the coach is moving;
- no litter to be left on the coach;
- children must not distract the driver;
- teachers and helpers to position themselves appropriately throughout the coach;



WESTVILLE HOUSE SCHOOL

- appropriate helpers nominated to assist certain children if they experience behaviour difficulties;
- where a child's behaviour is deemed to be such that it jeopardises the health and safety of other pupils the SLT or member of staff in charge will decide upon the course of action; and
- all children should wear the same upper item of clothing.

Lunch/Playtime Advice

At lunchtimes and playtimes we also seek to promote positive behaviour and aim to create a happy and safe environment in which children can enjoy their periods of rest and relaxation.

All staff are regarded as team members and are to be treated with politeness and respect. No child can enter the building without permission of a member of staff. Play equipment is provided by school for the enjoyment of all and will be used respectfully within the agreed play areas.



WESTVILLE HOUSE SCHOOL

Appendix 2

Westville House School has used the Associated Resources and Referred to Legislation linked to the non-statutory guidance.

- DfE - Behaviour and Discipline In Schools Advice for Headteachers and school staff (January 2016); and
- DfE - Getting the Simple Things Right: Charlie Taylor's Behaviour Checklists (2011).

Other Associated Resources

Including:

- home school agreements;
- use of Reasonable Force - advice for Headteachers, staff and governing bodies;
- screening, Searching and Confiscation - advice for Headteachers, staff and governing bodies;
- exclusions guidance;
- safeguarding;
- SEN Code of Practice; and
- the Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

Legislative links

- Education Act 1996;
- School Standards and Framework Act 1998 Education Act 2002;
- Education and Inspections Act 2006;
- School Information (England) Regulations 2008 Equality Act 2010;
- The Education (Independent School Standards) (England) Regulations 2010 Education Act 2011;
- Schools (Specification and Disposal of Articles) Regulations 2012;
- The Education (Independent School Standards) (England) Regulations 2014;
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; and
- KCSIE 2022.