

1. AIMS AND OBJECTIVES

The aim of this policy is to promote and uphold excellent standards of behaviour for learning, both in and outside of the classroom, throughout a pupil's time at Wycliffe Prep School ('the School'). For pupils to gain the most out of school life, standards of behaviour must be consistently high and learning not disturbed by behaviour of others. This requires a consistent and clear approach to behaviour management, which fosters a positive culture for learning, as well as a proactive approach to pastoral care and behaviour. The School believes that culture is developed through a relational approach working closely with pupils, staff, and parents alike.

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 and Registration Procedure. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a pupil is adopted, looked after or is a carer.

This policy applies when pupils are at School, travelling to and from the School, representing the School, or under the lawful control of the School staff or in some other way identifiable as a pupil of the School (for example, whilst wearing school uniform or online). It especially applies when pupil misbehaviour:

- poses a threat or is detrimental to members of the School community and/or the public;
- may result in repercussions for the orderly running of the School; and/or
- may adversely affect the School's reputation or adversely affects other pupils' learning.

The underlying principles of the Behaviour Policy are:

- the process is clearly-understood by pupils, staff, and parents
- the Policy is administered consistently by all staff
- the Policy is appropriate to all pupils, their capabilities, and reasonable and proportionate in nature
- the Policy allows pupils the opportunity to learn from mistakes and make positive choices about their behaviour going forward.

Corporal punishment must never be given or threatened whilst in our care. No member of staff should use a raised voice when managing a behavioural situation in and outside of the classroom.

Strategies for promoting positive behaviour and a positive culture

The ethos of the School is one of recognising positive behaviour and encouraging integrity in our pupils to make the right decisions and take responsibility. The Core Values (Respect / Resilience / Responsibility / Empathy) are reinforced at all times.

The School supports this through:

- A collaborative approach between pupils and staff agreeing shared values within learning spaces
- Open dialogue with parents about our ethos
- Individual support and guidance
- A consistent approach by the whole school community in and outside of the classroom
- Appreciating and following agreed behaviour expectations
- Developing the skills of co-operation and discussion
- Encouraging everyone to take care of and have respect for their own and each other's belongings and environment

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- Offering engaging learning opportunities
- Facilitating pupil voice sessions to gain feedback and impact

All staff are expected to consistently model the behaviour we expect from pupils. This is set out in the Staff Code of Conduct and achieved by:

- Showing respect for each pupil as an individual and making them feel valued
- Responding to incidents calmly and positively and addressing the initial behaviour
- Demonstrating good manners and a professional approach to all adults and pupils
- Teaching appropriate behaviour and giving positive feedback when pupils are behaving well
- Being, and being seen to be, fair and consistent through active use of this policy
- Having an awareness of their own appearance and demeanour
- All adults listening to the pupils

To encourage positive behaviour, we promote and encourage children to adopt and apply the Core Values:

1. Respect – allowing other pupils to learn, being honest and listening to others.
2. Resilience – dealing with unkind behaviour in a positive way and approaching challenges with positivity.
3. Responsibility - being punctual, well-organised and honest, looking after our own and other people's property and taking responsibility for learning and actions.
4. Empathy – sharing, being gentle and positive towards others, sometimes putting others first and being kind and helpful.

The School Trustees, staff, parents and pupils adhere to an established routine rather than a list of rules. The School aims to achieve a spirit of trust and co-operation and expects the highest values and standards of behaviour in and outside of the classroom. This includes outside of school (including online) and in any written or electronic communication concerning the School.

In the **EYFS department**, to promote positive behaviour we encourage children to follow the following statements:

- We are kind
- We all tidy up
- We all play together
- Playground Pals help us
- If someone says or does something we don't like, we say "stop"
- We share toys
- We ask members of staff to help us
- We only cross a road when a member of staff tells us to.

Children are given guidance on how to manage their own behaviour and strategies to avoid conflict e.g. making a clear hand signal and saying "stop" if someone is doing something that is hurting or upsetting them.

All pupils are encouraged to share concerns and to share if they feel uncomfortable with any behaviour. Bullying (including child on child abuse, cyberbullying, prejudice-based and discriminatory bullying) is not acceptable and the School has an Anti-Bullying Policy and Safeguarding Policy and Child Protection Procedure which are made available to parents.

SEND Pupils, Pastoral Care and Behaviour Management

The School will actively support pupils with Special Educational Needs and Disabilities ('SEND') in managing their behaviour. The School will make reasonable adjustments to manage poor behaviour for those pupils with a disability in accordance with the Equality Act 2010. The School will always consider ways of supporting pupils with SEND to help address any poor behaviour, including positive reinforcement measures and reward systems as appropriate, whilst maintaining the overall expectations of appropriate behaviour that enables and supports learning. The SENCo will be involved in behavioural consequences involving children with SEND.

Likewise, consideration will also be given to any pastoral matters that may have an impact on a pupil's behaviour in class or around school, or on the quality of their work. Where there are, for example, problems at home, there is room for flexibility in the consequence system at the discretion of the Senior Deputy Head.

Parents will be consulted to assist the School in managing any poor conduct, as appropriate.

2. REWARDS

Our rewards should encourage the pupils to strive to behave and perform to their best in all areas of school life. Pupils are rewarded through the formal system of House Points, Challenge Awards, Excellents, and Head's Commendations, in addition to other reward initiatives led by departments/staff and approved by the Head. We are aware that not all pupils will respond to these systems and in that situation other forms of praise and acknowledgement should be used. Our greatest goal is that it is not 'the same' pupil being recognised all the time for compliance and neatness, and that the ability to spot the pupil who has tried hard or made progress when it may not be so obvious, is the key to this system being effective and inclusive.

TYPES OF REWARDS

House Points - From Reception to Year 8

House Points should be used as positive rewards and recognise perseverance and effort. These are awarded by all staff for pupils' work and performance in line with each individual's own ability and effort and aptitude, and for demonstrating good examples of the Core Values. The total of these House Points are added into House Totals which are shared in weekly assemblies and at the end of the Term.

The maximum number of House points that can be awarded for any 1 piece of work is 4. House Points can be awarded for:

- Progress
- Good or better standards of achievement
- Working collaboratively
- Bettering the learning opportunities for others e.g. sharing knowledge
- A proactive approach to learning
- Demonstrating good examples of the Core Values

Challenge Awards – From Year 3 to Year 8

These are awarded for pupils who notably push their limit further by taking on additional academic or subject specific tasks and challenges within a lesson, working from their own ability level. These are worth 5 House Points. The total of these are added into House Totals which are shared in assemblies

Excellents – From Year 1 to Year 8

An Excellent is awarded for exceptional work or performance. An Excellent may also be awarded for exemplary modelling of 1 or more of the Core Values:

- Every Excellent is worth 5 House Points
- The member of staff awarding an Excellent should make the pupil aware and inform the parents through iSAMS, whenever possible, within 3 days of the award being given.
- The total of these are added into House Totals and shared in assemblies

Head's Commendations

A Head's Commendation is awarded for outstanding work by a pupil or for a pupil demonstrating outstanding examples of adhering to the School's Core Values:

- Pupils should be sent to the Head to show their work/book at the discretion of each individual teacher. The Head will decide if the work is worthy of a commendation.
- This is worth 10 House points.
- The total of these are added into House Totals and shared in assemblies

Other Rewards

Through the course of the year, the Head encourages other reward initiatives, set by Departments and Staff to encourage pupils to demonstrate a positive attitude and approach to their learning. Any such rewards must be available for all pupils to attempt to achieve and managed fairly and transparently.

For details of Rewards in the Boarding House, see Appendix 2.

3. CONSEQUENCES GIVEN AS A RESULT OF MISBEHAVIOUR

- A) It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the Behaviour Policy. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected. Consequences assist the School in enforcing the Behaviour Policy and help the School to set boundaries to manage unacceptable or challenging behaviour from pupils. All staff have a professional obligation to highlight or help pupils behave well.
- B) However, when feedback is required, it should never damage self-esteem and censure should **focus on the behaviour not the child**. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly.

Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, clear expectations, and consultation. Staff should also consider the phrase 'Time, Place, Decide' when dealing with poor standards of behaviour so as not to escalate a situation.

Time – Is it the right time?

Place – Is it the right place?

Decide – Decide on action to be taken.

The Head and all staff (as appropriate) undertake to apply any consequences fairly, reasonably, and proportionately and, where required, after due investigative action has taken place. Consequences may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity.

The belief around consequences is that they are a learning opportunity. Staff must give pupils a chance, we all make mistakes, sometimes by accident, without thinking through the consequences, and sometimes deliberately. Pupils must always know that there is a solution if they take responsibility for their actions. Pupils should also know that there is always a way in which they can redeem themselves and understand that this is part of growing up. Pupils need to have guidance and advice from staff in order to learn from their mistakes and make the right decisions in the future.

Discussions around consequences and behaviour should occur:

- With calmness
- With a clear picture of what has gone wrong, who has been affected and what needs to happen to resolve the situation
- With reference to the behaviour, not the pupil
- With consideration of 'Time, Place, Decide'.

Confrontation, loss of temper, raised voices or any form of physical or verbal intimidation is unacceptable staff behaviour at this School.

Staff should be positive. Avoid saying "don't" or phrases like "do it because I say so". This teaches a child nothing. Spend time explaining why behaviour has not met expectations with reference to this policy, where appropriate.

When a pupil is in need of a consequence they should be fully involved in the process. Pupils should be asked to account for their actions (recognition of taking responsibility) and may share in discussions about appropriate consequences or ways forward. This will ensure that they recognise the need to change their behaviour accordingly. In this way they should learn from their mistakes and will not feel resentful or feel unjustly treated.

Safeguarding and Pastoral Considerations:

In applying consequences, especially those of a serious nature, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability (including any religious requirements or certain medical conditions affecting the pupil) at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

All staff are responsible for considering whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding Policy and Child Protection Procedure. The School will also consider whether continuing disruptive behaviour might be the result of unmet needs, whether educational or otherwise. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary and appropriate.

Recording incidents

The School has a confidential central register of all consequences imposed for misbehaviour. The entries on this register include:

- the pupil's name and year group,
- the nature and date of the offence,
- the concern and level given to the offence,
- and **MOST IMPORTANTLY** the consequence and any required follow up.

It should be noted that recording an incident on the register is known as the 'Record' and the consequence is what occurs as a result of the misbehaviour. *When consequences are being added on to iSAMS, only the pupil receiving the consequence should be named.*

CONSEQUENCES FOR MISBEHAVIOUR

EYFS

In EYFS we believe in positive reinforcement and allowing children to reflect on their behaviour. We have implemented a traffic light system where children’s names begin on green ‘ready to learn’. They can move up to ‘outstanding’ or down to ‘reminder’ and ‘oh dear’. Children then discuss the reasons for moving up or down with a member of staff. Children are encouraged and supported to improve on any poor behaviour choices and move back up to green.

If a serious incident occurs in the EYFS setting, the member of staff in charge must record it in the relevant Nursery or Reception Incident Record book. The Head of EYFS or the Nursery Class Teacher and other members of staff who care for that child must be informed. The incident must be explained to parents either by telephone as soon as practicable following the incident or when they collect their child, and they must be asked to countersign a copy of the account recorded in the Incident book. The Assistant Head (Pre-Prep) Senior Deputy Head or Head may be involved, depending upon the seriousness of the incident.

Key Stage 1, Middle Prep and Upper Prep

The School works to a clear 1, 2, 3 consequence system. Where appropriate, pupils will be given 2 warnings and then a consequence of an appropriate level. The type of phrasing to be used:

1. ‘xxx please stop shouting out as it is disturbing other people’s learning. This is your first warning’,
2. ‘xxx I have asked you to stop shouting out, you are stopping other pupils learning. This is your second warning’,
3. ‘You have continued shouting out and so you will now receive a consequence. If your behaviour continues to disturb the learning in the classroom, I shall ask you to spend the rest of the lesson somewhere else.’

In addition to the verbal warnings noted above, warnings should also be clearly noted visually in the classroom/learning space so that pupils are clear of where they stand within the consequence system. Whilst we follow this, staff can use their professional judgement to immediately give a consequence to a pupil if their behaviour is at a level that requires immediate action. **BEHAVIOURAL CONCERNS**

Behaviour Concerns - different level offences – (the list below is indicative only)

A Low-Level Behaviour Concern should only be given after issuing two warnings of what the pupil is doing wrong, why it is wrong and what they can do to put it right.

<p>Behaviour Concern Low-Level Offences <i>This list is indicative (non-exhaustive).</i></p>	<p><i>In Lessons and Tutor Time</i></p> <ul style="list-style-type: none"> • Interrupting or calling out • Ignoring instructions • Throwing items in a classroom • Chewing or eating during lessons • Any low-level behaviour which disturbs/disrupts or is likely to disturb/disrupt the learning of others • Making silly noises during lessons • Failing to show respect for school staff, classmates and/or the classroom (including school and others’ property) • Demonstrating a deliberate lack of empathy for others in the classroom <p><i>Around the School</i></p> <ul style="list-style-type: none"> • Dropping litter • Running in parts of the school where walking is required for safety reasons
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	<ul style="list-style-type: none"> • Talking in assembly • Demonstrating a deliberate lack of empathy for others • Failing to wear uniform or sports kit correctly, for example: <ul style="list-style-type: none"> ○ shirt untucked after warnings ○ top button undone after warnings ○ wearing non-regulation earrings after warnings ○ wearing non-regulation hair band, bobbles etc. after warnings ○ wearing school socks for games/PE lessons ○ wearing trainers without permission
<p>Behaviour Concern Mid-Level Offences <i>This list is indicative (non-exhaustive).</i></p>	<ul style="list-style-type: none"> • Persistent incidents of any low-level Behaviour Concerns with the same teacher • Rudeness to any member of staff (including answering back) • Inappropriate remarks to other pupils • Questioning the authority of the adult in charge • Going out of bounds • Breaches of specific classroom behaviours e.g. Science, IT, DT, Art and Games • Inappropriate use of physical force when handling a social situation
<p>Behaviour Concern High- Level offences <i>This list is indicative (non-exhaustive).</i></p>	<ul style="list-style-type: none"> • Verbal or physical unkindness such as: <ul style="list-style-type: none"> ○ harmful or offensive name calling of other pupils ○ using an inappropriate level of physical or emotional coercion of other pupils ○ any form of bullying or racial or other forms of discrimination • Using foul and/or abusive language or behaviour • Persistent disobedience • Significant rudeness to an adult or where clear instructions are not followed to the danger of self, staff or others. • Behaving inappropriately when representing the school • Damaging school property or another pupil's property • Lying
<p>Head's and Senior Deputy Head Involvement <i>This list is indicative (non-exhaustive).</i></p>	<ul style="list-style-type: none"> • Persistent disruptive behaviour • Peer on peer abuse including online • Bullying including cyber bullying • Physical assault/threatening behaviour • Fighting • Sexual harassment • Racist or sexist abuse or other forms of discrimination • Drug abuse • Alcohol abuse • Theft • Sexual misconduct including sexting and sharing nudes or semi nudes • Damage to property • Contravention of the School's E-Safety Policy, ICT or Acceptable Use Policy • Contravention of a Behaviour Contract • Behaviour which brings the School into disrepute • Behaviour which in the Head's reasonable opinion leads them to believe that removal of the pupil from the School is in the best interest of the School or of the pupil

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| | <ul style="list-style-type: none">• Malicious or deliberately invented allegations of abuse against a member of staff or pupil. |
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Ready to Learn Concern offences – (the list below is indicative)

A Ready to Learn Concern should only be given after issuing 2 warnings (unless noted otherwise) of what the pupils is doing wrong, why it is wrong and what they can do to put it right.

A Ready to Learn Concern Record is to be given for such offences as:

In Lessons and Tutor Time

- being late for lesson 3 times without good cause (having ascertained the reason for lateness)
- arriving at lessons without the required equipment 3 times
- being off task and disrupting others
- not completing sufficient work during a lesson in relation to individual ability
- failing to do prep (without valid reason)
- not completing prep to a satisfactory standard in relation to ability
- lack of engagement

For details of Consequences in the Boarding House, see Appendix 2.

TYPES OF BEHAVIOUR CONSEQUENCES

Reflection

Pupils given a Low-Level concern will attend a reflective meeting with the subject teacher or a Pastoral Leader at break time

Detention

Pupils given a Mid-Level Behaviour Concern will attend a 30-minute lunchtime detention. Pupils given a High-Level Behaviour Concern will attend a 1-hour Head's detention.

Sending pupils out of the classroom

In certain circumstances, it may be necessary for a teacher to ask a pupil to 'leave the room/learning space'. For example, this course of action may be appropriate if a pupil may need time to 'cool down' if they are in a cycle of behaviour which it is difficult to break or if the misbehaviour and disruptive influence of one individual is stopping other pupils from learning. Nonetheless, this should only be used when other strategies (such as reminders, redirection and clarification of consequences) have failed.

If a pupil is sent out from the lesson, they will be given instructions. In the first instance this is likely to be a short period outside the classroom/learning space in an area overseen by that particular teacher or member of staff. Depending on the situation, it might be necessary to call for support from a member of SMT to help manage the situation, who will then reintegrate the pupil into the lesson, if felt appropriate. SMT can be contacted either through a telephone call, or through contact with the school office (via email, telephone, or by sending another pupil).

Such an incident will prompt a discussion to take place between the pupil, the teacher and relevant pastoral staff to ascertain the problem and the course of action around behaviour consequences.

Removal From Classrooms

Removal is where a pupil is required to spend an extended time out of the classroom/learning space. This is to be differentiated from circumstances in which a pupil is asked to step outside of the

classroom/learning space briefly with a staff member and asked to return following this (which is set out above).

Removal from the classroom is a consequence used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom/learning space have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

A removal will also be issued if pupils are involved in a physical altercation at any point during the school day.

As with all consequence measures, the School will consider whether the consequence is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and to allow the pupil to regain calm in a safe space.

The School's arrangements when a pupil is removed from the classroom include:

- SMT to be contacted either through a telephone call, or through contact with the school office (via email, telephone, or by sending another pupil).
- SMT will consider if the support of the SENCO, pupil's Housemistress/Housemaster, Matrons, Health Centre, or other key staff is required to support the pupil.
- A reflective conversation will take place with the individual pupil prior to reintegration to lessons to ensure that it is appropriate and safe to do so.
- Typically, a removal would be for the length of one lesson, up to half a day, unless it was deemed unsafe or inappropriate for the pupil to return at that point.

Restricted Programme

Pupils with a High-Level Behaviour Concern Record, and those with repeated Low and Mid-Level Behaviour Concerns may be placed on a Restricted Programme which involves a pupil being removed from spending break and lunch time with their peers, and instead being supervised by a member of the Pastoral Team or Senior Management Team (SMT). The length of the Restricted Programme will be decided by the Pastoral Team based upon the circumstances of the Behaviour Concern(s). The option for a pupil on a Restricted Programme to be withdrawn from representing the School or participating in a trip during this time may also be considered, at the discretion of the Head, or in her absence, the Senior Deputy Head.

Behaviour and Ready to Learn Reports

Pupils may also be placed on a Behaviour or Ready to Learn Report, which is designed to focus the learner on specific aspects of their attitude in school. This can take place as and when necessary, or at agreed times as stated in Appendix 1, and will be managed and monitored by the relevant Tutor and Pastoral Leader and reported back to parents regularly.

Behaviour Contract

Behaviour contracts are used before all Residential Trips and shared with parents and pupils with agreed behaviour expectations and a defined consequence process.

Time Out

The Head, or in her absence, the Senior Deputy Head, may internally exclude a pupil for between 24 hours and 1 school week for indiscipline where time out could prove an effective strategy, or for less serious offences, where repeated punishment has proved ineffective. Time out will involve the pupil being supervised within school.

Temporary (Fixed Term) Exclusion (also referred to as a Suspension)

The Head, or in her absence, the Senior Deputy Head, may temporarily exclude a pupil for between 24 hours and 1 school week for very serious indiscipline, or for less serious offences, where repeated consequences have proved ineffective. Temporary Exclusion may follow a 1 day, then 3 day, then 5 day process. This will involve the pupil being excluded away from school and is the same for both day and boarding pupils.

Within the Pre-Prep department, the decision to temporarily exclude a pupil will be taken by the Head, or in her absence, the Senior Deputy Head. The Assistant Head (Pre-Prep) will inform the Head of very serious indiscipline, persistent misbehaviour or where repeated consequences for a pupil have proved ineffective.

The Head of the College will always be consulted on any temporary (fixed term) exclusion.

Permanent Exclusion

If temporary exclusion is ineffective, if there is repeated misbehaviour that has not responded to other methods of discipline, or in a one-off case of an exceptionally serious offence, it may be necessary for the School to exclude the pupil on a permanent basis.

The Head of the College will always be consulted on any permanent exclusions that occur. An investigation will take place and the pupil and their parents will be asked to attend a meeting with the Head when permanent exclusion is being considered.

Following the meeting, the Head will consider the allegation(s) and the evidence and will decide on whether to permanently exclude the pupil, usually within 24 hours. The decision will be communicated in writing, notifying parents of the right to request a Trustees' Review. The procedure for a Trustees' Review is set out in Appendix 3.

The Head keeps a written record of all pupil exclusions (time out, fixed term and permanent).

A non-exhaustive list of the sorts of behaviour that could merit temporary or permanent exclusion from the Preparatory School includes the following, regardless of whether they took place within school or outside school grounds, online or school time:

- Persistent disruptive behaviour
- Child-on-child abuse including online
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment or behaviour that could be construed as sexual harassment
- Racist abuse or behaviour that could be construed as racial abuse
- Sexist abuse or behaviour that could be construed as sexist abuse
- Prejudice-based or discriminatory abuse, or behaviour that could be construed as Prejudice-based or discriminatory abuse
- Drug abuse
- Alcohol abuse

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- Theft
- Sexual misconduct including sexting
- Damage to property
- Contravention of the School's E-Safety Policy, ICT or Acceptable Use Policy
- Contravention of a Behaviour Contract
- Behaviour which brings the School into disrepute
- Behaviour which in the Head's reasonable opinion leads them to believe that removal of the pupil from the School is in the best interest of the School and/or of the pupil
- Malicious or deliberately invented allegations of abuse against a member of staff

Parents and guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this Policy, when they sign the Acceptance of Place form. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of the school. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extracurricular activities and homework/private study.

At all points of pupil transition, the School works closely with the next education provider, whether that is another department within the Prep School, the Senior School, or a different school. Information is provided to support the pupil's academic and emotional transition effectively and any concerns about the pupil or positive attributes they display are shared.

Required Removal

The Head may require the removal of a pupil (as opposed to Permanent Exclusion) when there is a breakdown of the relationship between the School and the parents and/or the pupil. Only the Head has the authority to require the removal of a pupil.

The main situations which may result in removal are:

- a breakdown of trust between the School and the parents. This may manifest itself in a number of ways, including:
 - (i) parents not supporting the School's sanction structures;
 - (ii) vexatious or persistent behaviour, such as parents repeatedly bringing unsubstantiated complaints or the same complaint being raised after it has been considered at all 3 stages of the School's complaints procedure;
 - (iii) abusive behaviour by parents to School staff, pupils or other parents (including as a spectator at school fixtures).
- a breakdown of trust between the School and pupil. This may manifest itself in a number of ways, including:
 - (i) persistent misconduct such as unauthorised absence from School;
 - (ii) when a pupil has brought a malicious or deliberately invented allegation against a member of staff or another pupil and where there are reasonable grounds that this may happen again in the future;
 - (iii) when a pupil's progress is unsatisfactory; and
- other circumstances where the Head (after appropriate consultation) is satisfied that parents' behaviour or conduct 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 parents' obligations under the terms of the Acceptance of Place form .

The Head may require that parents remove their child from the School for serious breaches of the School's discipline or for behaviour which the Head considers falls short of behaviour resulting in exclusion. A required removal in these circumstances is at the sole discretion of the Head. Parents will be kept informed of the decision-making process.

Equality: The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Where exclusion or required removal is considered, the School will ensure that a disabled pupil is able to present his/her/their case fully where his/her/their disability might hinder this. Any religious requirements, vulnerabilities or special educational needs affecting the pupil will also be considered.

Allegations against staff or pupils

The School takes its responsibilities for safeguarding extremely seriously. Should a child make an allegation of improper behaviour or unprofessional conduct against a member of staff, it would be treated with the utmost seriousness and investigated in accordance with the procedures set out in the appropriate School policies and procedures, in particular the School's Safeguarding Policy and Child Protection Procedure. The School will consider the needs and wishes of the pupil who made the allegation as appropriate, and of any others whose involvement is required.

Parents will always be kept informed of any allegations made as soon as possible in accordance with the School's Safeguarding Policy and Child Protection Procedure.

If an allegation were made and subsequently found to be unfounded, the pupil would be counselled and supported within school and an outside agency might be approached if the pupil were found to need ongoing emotional or behavioural support. Disciplinary consequences may be appropriate where the allegation was found to be maliciously or falsely made and the School reserves its right to treat such allegations as serious misbehaviour by the pupil. Pupils should be aware that malicious or deliberately invented allegations of abuse against staff (or indeed other pupils) may result in the fixed term or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Parents will also be made aware of the requirement to maintain confidentiality about any allegations made against staff whilst the investigation is ongoing in accordance with section 141F of the Education Act 2002.

Use of Reasonable Force

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent a pupil from doing, or continuing to do, any of the following:

1. committing an offence,
2. causing personal injury to any person (including the child themselves),
3. causing serious damage to property of any person (including the child themselves),
4. prejudicing the maintenance of good order and discipline at the School, or
5. attempting to leave the school premises or behaving in a manner which may suggest they might try and leave the school premises
6. in what would reasonably be regarded as exceptional circumstances.

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in these specific circumstances.

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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*" any of the actions which could endanger them or others including those listed above.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and any force used must be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must consider any disability, SEN or medical condition that the pupil may have.

Key staff are trained in the circumstances in which reasonable minimum force may be used, and staff receive regular refresher training on managing pupil behaviour. All staff are aware that corporal punishment of pupils is strictly prohibited. In particular, staff are advised to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from the situation). Members of staff including non-teaching staff, may use reasonable force at any time on or off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate which includes:

- 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.

The use of 'reasonable force' means using "no more force than needed" and will depend on the circumstances of the case and the following must be taken into account:

- The use of force is regarded as 'reasonable' only if all the particular circumstances warrant it – otherwise it is unlawful; therefore, physical force must not be used to prevent a trivial misdemeanour or in a situation that could clearly be resolved without it.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent); it should always be the minimum needed to achieve the desired result.

The Department for Education (DfE) has published guidance for schools on the use of reasonable force which can be found on gov.uk.

Reasonable adjustments in accordance with the School's duty under the Equality Act 2010 will be made for managing misbehaviour when behaviour relates to any learning difficulty, special educational needs or disability of a pupil. The School will carefully consider the risks in order to recognise the additional vulnerability of these pupils.

Every member of staff will inform the Senior Deputy Head, immediately after s/he has needed to restrain a pupil physically. The Senior Deputy Head will always inform a parent when it has been necessary to use physical restraint and invite them to the School, so that we can, if necessary, agree a contract for managing that individual pupil's behaviour. Parents of pupils in the EYFS will be informed the same day or as soon as reasonably practicable.

The School will record all instances where physical intervention has been used by a member of staff. The record should include:

- the name(s) of the pupil(s) involved
- when and where the incident took place
- the names of any pupils or staff who witnessed the incident
- the reason that the teacher believed physical force to be necessary
- how the incident began and progressed, including details of:
 - the pupil's behaviour and what was said by each of the parties
 - the steps taken to calm/defuse the situation
 - the degree of force/physical contact, how it happened and for how long
 - the pupil's response and the outcome of the incident
 - details of any injury suffered by the pupil, another pupil or member of staff
 - details of damage to property.

Searching Pupils and/or their Possessions

The School may carry out searches of pupils and/or their possessions.¹ Only the Head, Senior Deputy Head and authorised members of staff may conduct a search of a pupil and/or their possessions. The School does not conduct intimate searches and only outer clothing (for example, coats, hats, shoes, boots, gloves and scarves) will be required to be removed but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The consent of the pupil will usually be obtained before conducting a search unless the Head, Senior Deputy Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence or cause personal injury/damage to the property of any person (including the pupil being searched), or the pupil has, or is reasonably suspected to have in his possession, any of the following prohibited items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen goods;
- Tobacco, cigarettes, cigarette papers or vaping equipment;
- Fireworks;
- Pornography or offensive images (including nudes or semi-nudes of a pupil or another child);
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the School (including electronic devices); and
- Any other prohibited items as permitted by law.

Failure to consent to a search will amount to a High - Level Behaviour Concern offence under this Policy.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff save as for where the member of staff reasonably believes that there is a risk of serious harm to any person (including the pupil being searched) if the search is not carried out immediately, or where it is not reasonably practicable to summon another member of staff. A search may be conducted on or off school premises where the pupil is in the lawful control of the School.

¹ in accordance with sections 550ZA - 550ZC of the Education Act 1996 and the Department for Education's guidance "Screening, Searching and Confiscation".

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Parents will be informed of any search conducted of their child and/or their child's possessions after the event, particularly where alcohol, illegal drugs, or potentially harmful items or substances have been found as a result of the search. The School is not required to obtain the prior consent of a pupil's parent/s before undertaking a search. The School will keep records of all searches carried out, including the results of the search, and any follow up action taken.

The School will always consider the age of the child to be searched and any SEND or pastoral vulnerabilities the child may have before conducting a search to decide whether any additional precautions and/or adjustments are needed before undertaking the search in accordance with the School's Safeguarding Policy and Child Protection Procedure.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco, cigarettes or vaping equipment, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the rules of the Prep School, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Electronic Devices

Where a search finds an electronic device that is prohibited by the rules of the Prep School, or where the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Examples of where a 'good reason' may arise include where the member of staff reasonably suspects that the data or files on the device has been, or could be, used to cause harm, to disrupt teaching or breach the Behaviour Policy. Parental consent to search through electronic devices in these circumstances is not required.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, in which case the files should not be deleted and the device must be given to the Police without delay.

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If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this Behaviour Policy, and may deal with the pupil accordingly.

Any decision to search an electronic device should comply with the School's Safeguarding Policy and Child Protection Procedure. In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding Policy and Child Protection Procedure.

Complaints

The School hopes that parents will not feel the need to complain about the operation of its Behaviour Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. The School's Complaints Policy (Prep School) applies equally to EYFS and has been drafted to meet the specific requirements for EYFS pupils. The School will send parents copies of the Behaviour Policy on request. We undertake to investigate all complaints fairly and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for as long as required and in line with our Complaints Policy (Prep School) and Privacy Notice.

Unexplained absences

The School recognises that a child missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. Where there is an unexplained absence the School will telephone the pupil's home on the first day of an unexplained absence to determine the pupil's whereabouts in accordance with the School's Safeguarding Policy and Child Protection Procedure, Missing Pupil Policy and Attendance and Registration Procedure.

Please note that it is the School's policy not to allow holiday to be taken during term time except in exceptional circumstances.

Involvement with pupils

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, tutor time and via the Pupil Voice groups which meet regularly.

Records

Records are kept of all major behavioural incidents and consequences.

The School recognises that patterns of concerning, problematic or inappropriate behaviour among pupils may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating further topics into pupils' learning, or amending this Policy.

SMT is responsible for ensuring that all staff are meeting expectations.

This policy is reviewed annually by the Head and Senior Deputy Head following consultation with staff.

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Related Policies

This Policy should be read alongside the following policies:

- Anti-bullying Policy
- Attendance and Registration Policy & Procedure
- Complaints Policy (Prep School)
- ICT & E-Safety Policy
- Missing Pupil Policy
- Relationships Education & Sex Education Policy
- Safeguarding Policy and Child Protection Procedure
- SEND Policy and SEND Policy (EYFS)
- Learning & Teaching Policies

PROCESS OF BEHAVIOUR MANAGEMENT

A proactive, positive behaviour management approach is the first step.

Rewarding pupils for positive achievements is considered to be extremely important in developing a positive ethos within the School. The School very much believes in the importance of a culture of praise. Staff are encouraged at all times to offer pupils positive feedback on their efforts and achievements and to share positive information about the success of pupils in any aspect of school life. Likewise, tutors and teachers are encouraged to let parents know when their child has done something worthy of praise.

Ensure the following strategies are a consistent part of all teaching/coaching interactions.

- Be on time for all of your responsibilities – lessons/Games/Activities/Assemblies/duties
- Greet pupils at the door with a task ready to begin on desks/on board.
- Build a rapport with every single pupil you teach/coach.
- Establish expectations and rules into your teaching area, and explicitly teach and remind pupils of these expectations and rules, ensuring unacceptable behaviour is clearly outlined.
- Embed clear routines for the start and end of lessons – line up and greet the pupils at the door, teach them where to place their belongings and where and how to collect teaching resources and equipment. Define the presentation expectations, including DUMTUMS. Have a starter activity for pupils to engage in immediately, with all resources prepared beforehand. Use the first week of each half term, and additional time as required, to reinforce these routines.
- Provide pupil feedback, ensuring they are working towards Learning Outcomes and specific goals, and have a purpose to their learning
- Consider seating plans, covering the learning needs of all pupils
- Practice active engagement, ensuring interactions with every pupil in each of your lessons/sessions.
- Think through unstructured times, such as waiting to go on matches/trips/outdoor lessons and be proactive
- Ensure positive learning attributes are clearly visible in the classroom

Expectations of behaviour are to be clear – 1, 2 and 3rd time a consequence. **The term used in isolation 'You are going to receive/you have received a Behaviour Concern/Ready to Learn Concern is not applicable and needs to follow the 1st Warning, 2nd Warning 3rd time a consequence (where applicable).** In addition to verbal warnings, warnings should also be clearly noted visually in the classroom/learning space so that pupils are clear of where they stand within the consequence system. Staff should also consider the phrase 'Time, Place, Decide' when dealing with poor standards of behaviour so as not to escalate a situation.

Time – Is it the right time?

Place – Is it the right place?

Decide – Decide on action to be taken.

There are some pupils who find following behaviour rules challenging – the School stance is that we support and help these pupils and that the behaviour management system is adapted in order to give every opportunity for success. This may mean that SMT or the Head are involved more quickly or that there are individual behaviour expectations set for the pupil. **At no time is the disrupted learning of others to be acceptable or allowed.**

Everyone is entitled to learn. As referenced earlier in the policy, if behaviour of one or more pupils is stopping anyone else learning, teachers/coaches have the option to contact a member of SMT to remove the pupil. SMT can be contacted either through a telephone call, or through contact with the school

office (via email, telephone, or by sending another pupil). This should only happen as a last resort, and after the warnings process noted below.

Playtimes/Lunchtimes

The person on duty (including TAs and Resident Assistants) has the authority to follow the behaviour management system and must do so.

If there is a pupil who is disrupting the enjoyable play of any other pupil the options are:

- Identifying that there is an issue and speaking to the group of pupils including the individual/group that this is not positive play
- Asking that pupil to stand next to you or sit on a bench for 5 mins/10 mins to calm the situation
- Calling for a member of SMT

If a pupil finds breaktimes particularly challenging, a Behaviour Report with clear objectives can be used to help guide behaviour.

If there is any form of physical incident, take the pupil(s) to the school office and inform 1 of the following staff - Pastoral Leader, Senior Deputy Head, Deputy Head Academic or Head. Never send pupils back to class who have had any form of physical altercation. In Pre-Prep the incident should be brought to the attention of the Assistant Head (Pre-Prep).

MANAGING BEHAVIOUR – PROCESS

In all behavioural incidents, the pupil will have the opportunity to reflect on their choices and actions as part of their learning. Where appropriate, restorative meetings will be held and apologies shared to promote empathy and help pupils take accountability for their behaviour.

Ready to Learn Concern Record - Isolated Incident

- 2 warnings before a consequence is given (where applicable)
- Enter Ready to Learn Concern Record on to iSAMS
- Consequence of visiting the Reflection Room. Other consequence options include spending time with the member of staff, at the discretion of the member of staff.

Low-Level Behaviour Concern Record - Isolated Incident

- 2 warnings before a consequence is given
- Enter Low- Level Behaviour Concern Record on to iSAMS
- Consequence of visiting the Reflection Room. Other consequence options include spending time with the member of staff, writing a letter of apology, or undertaking a community service task, at the discretion of the member of staff.

Mid-Level Behaviour Concern Record - Isolated Incident

- Staff member concerned investigates incident, then informs **Tutor and Pastoral Leader**
- Enter Mid-Level Behaviour Concern Record on to iSAMS
- **Pastoral Leader** reviews findings, authorises the Mid-Level Behaviour Concern Record and advises **Tutor** on appropriate consequence. **Tutor** informs parents either via email or preferably telephone call
- Consequence of a 30 minute lunch time detention booked in, which may also include a letter of apology, at the discretion of the member of staff. Detention will be managed by a member of SMT, who may include a community service task within the detention slot.

If the investigation finds that this is a High-Level Behaviour Concern offence then **Pastoral Leader** informs parents via email, or preferably telephone call.

High- Level Behaviour Concern Record - Isolated Incident

- Staff member concerned investigates incident, then informs **Tutor and Pastoral Leader**
- Enter High-Level Behaviour Concern Record on to iSAMS
- **Pastoral Leader** reviews findings, authorises the High-Level Behaviour Concern Record and informs parents via email or preferably telephone call.
- Consequence of Head's Detention booked in, which may also include a letter of apology, at the discretion of the member of staff. Detention will be managed by the Head, who may include a community service task within the detention slot.
- **Pastoral Leader** informs **Senior Deputy Head**
- Further consequences may follow, dependent on the behaviour. This may include writing letters of apology/facilitated talks between pupils, and dependent on the severity of the incident, the use of a Restricted Programme, Behaviour Report, discussion around removal from school events/activities, time-out, temporary (fixed term) exclusion and permanent exclusion may be explored.

If the investigation finds that this is a Mid-Level offence then **Pastoral Leader** informs **Tutor**, who informs parents either via email or preferably telephone call.

Failure to Attend Consequences

If a pupil fails to attend the Reflection Room, they will be booked in for the next session, and informed. If they fail to attend for a second time, they will be given a lunchtime detention.

If a pupil fails to attend a lunchtime detention, they will be booked in for the next session, and informed. If they fail to attend for a second time, they will be given a Head's detention.

Attendance will be monitored, and further steps taken if pupils repeatedly fail to attend.

Next Steps

- The first 3 Ready to Learn and/or Low-Level Behaviour Concerns a pupil receives per half term are dealt with by the Tutor. The Tutor will meet with the pupil to discuss the incidents and identify any support required to improve their behaviour. The Tutor will contact the pupil's parents, detailing the concerns raised to date. If further Ready to Learn and/or Low-Level Concerns occur, the Tutor will discuss with the Pastoral Leader whether to put in place a Behaviour/Ready to Learn report to support the pupil.

Further Steps – Ready to Learn Concern

- If there is no change in approach, the pupil meets with the Deputy Head Academic (or Head of Department if subject specific) who will review/amend Ready to Learn report. If there is no change in behaviour, the pupil meets with the Deputy Head Academic and parents. If there is still no change in Behaviour, the pupil meets with the Senior Deputy Head. If there is no change in behaviour, the pupils meets Head. Finally, if there is no change in behaviour, the pupil follows the process of time out, fixed term exclusion and permanent exclusion.

Parents may be called in with the Deputy Head Academic/Senior Deputy Head/Head as appropriate.

Further Steps – Behaviour Concern

- If there is no change in approach, the pupil meets with the Pastoral Leader who will review/amend the Behaviour report. If there is no change in behaviour, the pupil meets with the Pastoral Leader and their parents. If there is still no change in behaviour, the pupil meets the Senior Deputy Head.

If there is no change in behaviour, pupil meets Head. Finally, if there is no change in behaviour, the pupil follows the process of time out, fixed term exclusion and permanent exclusion.

Parents may be called in with the Tutor/Pastoral Leader/Senior Deputy Head/Head as appropriate.

Multiple Mid-Level and High-Level Behaviour Concerns

If pupils receive 2 or more Mid-Level/High- Level behaviour concerns over a period of 3 weeks or less, they will commence a Behaviour Report and follow the further steps process above. This may also include an additional Head's Detention.

Behaviours Immediately involving the Head/Senior Deputy Head

- Parents invited in to meet the **Head/Senior Deputy Head**
- Consequences could include Behaviour Report, Restricted Programme, removal from school activities or events, Temporary (Fixed Term) Exclusion, Permanent Exclusion
- Finding and recognising positives is essential.
- Seeking additional support to be explored.

BEHAVIOUR MANAGEMENT IN THE BOARDING HOUSE

Aims and Objectives

The Boarding House is a home to our pupils during term time, and learning to live in a community, with the differences in character and experience, is all considered important life skills.

As with the wider Behaviour Policy, the aim of this appendix is to promote excellent standards of behaviour in the Boarding House. For pupils to gain the most out of their time and experience of boarding life, standards of behaviour must be consistently high and the positive experience not disturbed by others. This requires a consistent and clear approach towards all pupils, which fosters a positive culture, as well as a proactive approach to pastoral care and behaviour. We believe that culture is developed through working closely with pupils, staff and parents alike.

As a starting point all rewards and consequences must be:

- clearly identifiable and understood by pupils, staff and parents
- administered in a consistent manner to all pupils in the house, by all staff
- appropriate to all pupils, their capabilities, and be reasonable and proportionate in nature
- allowing pupils the opportunity to make positive choices about their behaviour and to influence outcomes.

All members of the School community, including pupils, staff and parents are responsible for maintaining positive behaviour through using the rewards, guidelines and consequences clearly and consistently, and for working with parents, encouraging involvement and co-operation, and for sharing consistently high standards of behaviour with the pupils in their care in order to maximise a positive boarding environment.

Rewards

The rewards system in the Boarding House is an important feature in celebrating positive behaviour and building self-esteem and a culture of acknowledgement. This is achieved through linking expectations and positive behaviour in the house to the school's four Core Values of Respect, Responsibility, Resilience and Empathy. In demonstrating these positive behaviours, examples of which are shown in the table below, pupils can earn pluses for themselves as an individual, but also for their dorm, developing the importance of collaboration, shared responsibility and being part of a team. When awarding reward points, Boarding staff will highlight this to the pupils, ensuring the reason given is made clear, in order to reinforce positive behaviours, and to build awareness with the Core Values. Reward pluses will be recorded by the boarding staff within the houses.

Individual weekly reward pluses will run from Wednesday to Wednesday, this feeds into our tuck and movie offerings. If a pupil maintains 6 pluses (they start on six) throughout the week, then they can have tuck. A separate dorm system runs, where the dorm with the most points (for keeping their dorm tidy) in each of Pennwood and Windrush will be announced at breakfast each Monday morning. These pupils will then receive their reward on a Monday evening, where they will be offered a 'Treat'. At the end of each half term, the top three individual scorers in each house will receive an additional award. While the house with the most points at the end of the term will select a takeaway meal of their choice.

The lists below are not exhaustive.

Example of Respect	Example of Responsibility	Example of Resilience	Example of Empathy
<p>Reward points</p> <ul style="list-style-type: none"> • Listening well to instructions • Helping another member of the house • Working with the boarding staff effectively to help the house. 	<p>Reward points</p> <ul style="list-style-type: none"> • Leading a group during an activity • As a dorm, sorting their dorm to be tidy and organised • Collaborating with each other to help the boarding houses and each other • Speaking to a member of the boarding staff about concerns or behaviour of others. 	<p>Reward points</p> <ul style="list-style-type: none"> • Showing a never give up attitude • Pushing yourself out of your comfort zone • Showing a great attitude within the boarding house 	<p>Reward points</p> <ul style="list-style-type: none"> • Showing understanding of a situation within the house • Helping another member of the house by comforting them etc • Listening and supporting the boarding staff where you can. • Highlight your concerns about another child to a member of the boarding staff.

Consequences

The consequences system within the Boarding House is an important process in recognising and educating when pupils are making incorrect behaviour choices. Consequences in the Boarding houses will be recorded under three broad levels and the philosophy behind this is to help our Boarders learn and develop. Examples of behaviour choices that fall within each of the three levels are stated at the end of the appendix.

All children will be given two warnings and then a consequence of appropriate level (losing one of their six pluses).

Low level behaviour choices

Consequence: Discussion with a member of the boarding team about the behaviour shown, focussing upon why the behaviour choice was inappropriate, and guidance and support in ensuring the same or similar behaviours are not shown again in the future. Consequences awarded at this level will usually be given following a 'two warning and then a consequence' approach.

Mid-Level behaviour choices.

Consequence: Discussion, guidance and support as above, plus the loss of either a plus or removal from the activity for an appropriate amount of time (whichever is in keeping with the situation), and a letter of apology/letter to recognise how the pupil will learn from the choices made.

High level behaviour choices

Consequence: Discussion, guidance and support as above, plus the loss of either two pluses or removal from the activity for an appropriate amount of time (whichever is in keeping with the situation), and a letter of apology/letter to recognise how the pupil will learn from the choices made.

It is possible that a child will lose all six of their pluses during a week period (please note they can earn pluses through positive behaviour and hence we refer to losing 'net' six pluses). If this is the case the removal of additional privileges, such as missing Wednesday night movie or in extreme circumstances, boarders trips. This will be at the discretion of the Head of Boarding, who will communicate with the Senior Deputy Head/Head as appropriate.

All consequences will be recorded in the consequences notebook (one in each of Pennwood and Windrush), with all entries then digitally entered onto iSAMS as a 'Boarding Concern' by the Head of Boarding and the Boarding Houseparent. This helps with the Boarding team recognising where extra pastoral input may be required or changes to systems.

The lists below are not exhaustive.

Reason for Low level behaviour choices	Reason for Mid-Level behaviour choices	Reason for High level behaviour choices
<ul style="list-style-type: none"> • Leaving the belongings at the boarding houses. • Low-level behaviour which disturbs other children during an activity or a film etc. • Showing a lack of empathy for others within the boarding houses. • Leaving their bed space untidy in the mornings. • Failure to show respect to boarding staff, other boarders or fixtures and fittings of the boarding house. • Ignoring instructions. • Throwing items around the boarding house. 	<ul style="list-style-type: none"> • Rudeness to a member of the boarding staff. • Inappropriate remarks to other boarders. • Questioning the authority of any adult in charge. • Inappropriate use of physical force when handling a social situation 	<ul style="list-style-type: none"> • Use of abusive language or behaviour toward a member of boarding staff or another pupil. • Verbal or physical unkindness – harmful/offensive name calling, using an inappropriate level of physical/emotional coercion of other boarders, any form of bullying or racial or other forms of discrimination. • Behaving inappropriately when out on a boarding house trip.

TRUSTEES' REVIEW

The parents may make a written request to the Clerk of the Trustees for a Trustees' Review where one of the following applies:

- a pupil has been permanently excluded or where the parent has been required to remove the pupil and the parents are dissatisfied with the outcome of the meeting with the Head;
- the Head has decided to suspend the pupil for 15 school days or more; or
- suspension would prevent the pupil from taking a public examination.

The process for a Trustees' Review will be as follows:

- A request for a Trustees' Review must be made and received by the Clerk within 10 working days of the Head's decision being notified in writing to the parents. A request must state the grounds on which the parents are asking for a Trustees' Review and the outcome they would like.
- The Review Panel will be made up of at least three trustees. None of them shall have had any detailed prior knowledge of or involvement in the case, or of the pupil or parents.
- The review meeting will be held as soon as reasonably practicable after receipt of the request for a Trustees' Review. A review will not normally be held during school holidays and will normally take place at the School. The Review Panel may consider, in its absolute discretion, that an alternative venue or a virtual hearing is more appropriate.
- The review meeting will generally be attended by the Review Panel members, the Clerk (as note taker), the Head, the pupil and parents. However, the Review Panel has discretion to meet the Head and the parents (and the pupil) one after the other if they consider it appropriate.
- The role of the note taker is not to take a verbatim note but rather an accurate reflection of what was discussed.
- The parents (and pupil) may be accompanied by a friend or relation or a member of the School staff if desired. As the intention is to make the meeting as informal as practicable, legal representation at the Trustees' Review meeting is not permitted. Parents should inform the Clerk in writing at least five working days in advance of the meeting of the identity of any person accompanying them.
- The review meeting will be chaired by one member of the Review Panel (chosen by themselves) and will be conducted in an informal manner, and all statements at the meeting will be unsworn. The meeting will be directed at all times by the Chair who will conduct the meeting fairly so as to ensure that all those present have an adequate opportunity of asking questions and making representations. However, as the meeting does not form part of formal legal proceedings, the Review Panel will not be bound by strict rules of evidence and procedure. It will have a wide discretion to conduct the meeting as it sees fit and proper and will give such weight as it considers appropriate to the evidence in whatever form it is tendered.
- A review meeting is a private matter. All those concerned and involved are required to keep the review meeting confidential unless disclosure is required by law. It is not permitted for the parents or the pupil to record (visual and/or voice) the meeting.
- The Chair may at his or her discretion adjourn or terminate the hearing. If the hearing is terminated without a conclusion being reached, the original decision of the disciplinary meeting will stand.
- The Chair will notify the Head and the parents in writing of the Review Panel's decision with reasons and any recommendations by the Panel, usually within 10 working days of the meeting. In coming to its decision, the Review Panel will consider whether the Head's decision was fair and reasonable. This may include either upholding the Head's decision or referring the matter back to the Head for reconsideration together with any recommendations. The Review Panel cannot overturn the Head's decision.

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- In the event that the Review Panel refers the matter back to the Head, the Head will provide a written response to the parents and the Review Panel normally within five working days, and in the absence of significant procedural irregularity, the Head's decision will be final.
- The School will make reasonable adjustments where the parents and/or the pupil inform the Clerk ahead of the Trustees' Review that they have a disability, certain medical condition(s) or special needs.

For the purposes of this procedure, working days refers to weekdays (Monday to Friday) during term time, excluding holidays, bank holidays and half term (as published in the School calendar and on the School's website).