




BEHAVIOUR MANAGEMENT POLICY

Member of staff responsible: Nicola Saunders

Last reviewed: 11th November 2019

Headmistress: 

Chair of Governors:

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1. **Aims**

- 1.1. Westbury House School aims to provide a learning environment that is safe and stimulating for all our pupils. We strive to create a calm, happy and secure environment in an atmosphere of mutual respect where children can reach their full potential and be confident in themselves. In this atmosphere, we seek to encourage good behaviour through rewards such as praise, responsibilities, a house point system, being sent to show excellent work to the Head, praising good behaviour and work publicly in weekly assemblies and publishing these weekly commendations in the Friday newsletter to parents.
- 1.2. We will not, for any reason, remove children's house points from them as a sanction for not maintaining the type of behaviour we expect from Westbury House pupils. It is important to separate poor behaviour from the good achievements children have made.
- 1.3. Children are encouraged to be responsible for the decisions they make and to strive to be their 'best' selves.
- 1.4. **The Westbury House Way**
 - **Treat other people as you want to be treated**
 - **Forgive**
 - **Share**
 - **Be honest and live with integrity**
 - **Listen to each other**
 - **Be kind and helpful**
 - **Try hard to be your best self**
- 1.5. Our teachers aim to use their good behaviour management micro skills which enable teachers to deal with potential disruption before it occurs. However, whilst we anticipate that all children will wish to behave in the Westbury House Way, it is important to recognise that none of us has reached a state of perfection and each of us is capable of 'getting it wrong'. Therefore, we have a graduated response to the wrong choices children sometimes make. Communication is imperative when supporting a child who is finding adhering to our code of conduct challenging. We aim to listen and to understand the particular circumstances and needs of the pupil. The Head and/or a member of the SLT and/or the Learning Development Coordinator may need to become involved depending on the individual circumstances. We may also need to involve the parents of the child concerned. Parents are important members of our Westbury family, and we aim to have a strong partnership between home and school. Mistakes are an opportunity to learn, and we make sure that they are addressed in a positive way.

1.6. Under no circumstances does Westbury House School use corporal punishment as a strategy to manage behaviour nor is it threatened.

2. Scope and application

2.1. This policy applies to the whole school.

2.2. This policy always applies to all pupils at the school and when a pupil is:

- representing the school or wearing school uniform
- travelling to or from school
- on school-organised trips
- associated with the school at any time

2.3. This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of the school community or a member of the public
- have repercussions for the orderly running of the school
- bring the school into disrepute

3. Publication and availability

3.1. This policy is published on the school website.

3.2. This policy is available in hard copy on request.

3.3. A copy of the policy is available for inspection from the school reception during the school day.

4. Regulatory framework

4.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006

- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

5. Roles and responsibilities

5.1. The ILG has overall responsibility for:

- The implementation of this Behavioural Management Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

5.2. The Head is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

5.3. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, applying sanctions to pupils who display poor levels of behaviour.

5.4. Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

5.5. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

6. Training

- 6.1. The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them in this policy and have the necessary knowledge and skills to carry out their roles.
- 6.2. The level and frequency of training depends on the role of the individual member of staff.
- 6.3. The school maintains written records of all staff training.

7. Promoting Good Behaviour

- 7.1. Pupils are educated about good behaviour and the school's expectations through SLT assemblies, class assemblies, form time, weekly Character Virtue education, Friendship Week, Anti-Bullying Week, Philosophy for Children, daily meditation, the school's curriculum, the PSHE programme and the school's pastoral support system which includes our Learning Development Coordinator who is a trained Emotional Literacy Support Assistant.

7.2. Rewards

The school understands that rewards are more effective than sanctions in motivating pupils.

We celebrate a range of different kinds of achievement. House points, certificates, prizes, outings and activities are awarded for academic, sporting, creative, pastoral and leadership success. Achievements are measured on an individual basis according to a child's needs and profile rather than comparatively with their peers.

- **Verbal praise** – for kindness to others, good behaviour and positive contributions within the classroom and around the school.
- **The House system** - house points awarded by staff throughout the week are counted for each year group. The house point winner for each year group is announced by the Head Boy or Head Girl during Monday's assembly. These winners are published in the Head's Friday newsletter to the parents.

House point certificates are awarded by the House Coordinator during assemblies to those children with 50, 75, 100 and 200 house points.

The house which has the most house points at the end of the academic year takes part in a special school outing led by their Head of House and other house staff members.

- **Stamps and stickers** – beautiful, accurate work

- **The ‘Good Work Book’ (GWB)** – all staff have an opportunity to write commendations in the Good Work Book for academic achievement and exemplary behaviour. These commendations are read out during Monday’s assembly by a member of the SLT and published in Friday’s weekly newsletter.
- **Head’s Stamp** – for excellent work shown to her in her office.
- **Head’s Award** – for a pupil who has shown outstanding effort, achievement, behaviour and demonstrated the WHS Way.
- **Head’s Tea** – recommendation of the form teacher and/or Headmistress.
- **Positions of Responsibility** – these include: Head Boy and Head Girl, House Captains, Charities Captain, Head of the School Council, School Council year group representatives, Peer Mentors and a Head of the Peer Mentors, Orchestra Captain, Music Captain and Sports Captains.
- **Rewards Systems** – individual teachers are encouraged to develop age appropriate systems which they know will be effective in rewarding and encouraging positive behaviour from their pupils in their lessons and while moving around the school. These are usually discussed with the SLT.
- **Displays** – good work is displayed around the school and in the classrooms.
- **Golden Time** – awarded for good work and behaviour.
- **Gold Stars Certificate** – receiving eight gold stars for displaying character virtues.
- **Class Footie Friday** – excellent behaviour during the week by a form group. First and second place are awarded.
- **Prize Giving at the end of each academic year** – prizes awarded by staff.

8. **Minor Breaches of Discipline**

8.1. There is no corporal punishment at Westbury House School.

8.2. Staff are able to discipline pupils whose behaviour falls below the established code of conduct – the Westbury House Way. If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, a member of staff can apply a sanction for the child’s poor behaviour. In order for the sanction to be lawful, the school will ensure that:

- The sanction is given by a paid member of school staff.
- The decision to apply a sanction is made on the school premises or whilst the pupil is in the care of a member of staff, such as on an educational outing.

- The decision to apply a sanction is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs, age and sex – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.

8.3. Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews with the pupils involved and low-level sanctions may be given.

- **Strikes** – failure to follow instructions and displaying disruptive behaviour will result in a child’s name being written on the teacher’s board, repetition of this behaviour will result in their name being underlined on the board. If the poor behaviour happens for the third time during the lesson, a strike will be recorded, and a Behaviour Log completed. This Behaviour Log will include the child’s name, year group and reflection. It will also include the date, time, place and the nature of the incident.

This Behaviour Log will be signed by the member of staff completing the log, the Form teacher and the Head. A copy will be given to the Deputy Head and the original will be filed by the Head. These filed Behaviour Logs are kept in order that any patterns of poor behaviour may be found and addressed. Parents will be informed.

Three strikes in a week will result in a lunch time detention with a teacher.

Six strikes in a week will result in an after-school detention with a member of the SLT.

- **Detention** – if a child physically attacks another child e.g. pushing, shoving or throwing a ball aggressively at someone on purpose, then a Behaviour Log will be completed by the member of staff who witnesses the behaviour. The child will be sent to the Head or a member of SLT in her absence to reflect on the incident. If a child repeats the above within the same term, then another Behaviour Log will be completed, and the child will be given a detention.

However, if the physical attack is more serious than a shove or a push, then it is for the Head to decide whether the physical behaviour falls within the ‘serious breaches of discipline’ category.

- **Loss of Privileges** – poor behaviour in the playground and around the school.
- **Removal of responsibilities** – not living up to the expectations of their leadership role.
- **Putting a child on report** – child’s behaviour to be monitored

- **Internal exclusion** – a child will sit with a member of staff at school away from their form group and complete work set for them by their class teacher.

9. **Serious breaches of discipline**

9.1. Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head.

9.2. The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:

- Theft, blackmail, physical violence, intimidation, racism or persistent bullying
- Physical or emotional abuse
- Harmful sexual behaviour including sexual violence and sexual harassment
- Behaviour in contravention of the school's policies on the acceptable use of technologies or online safety
- Supply or possession of pornography
- Possession or use of unauthorised firearms or other weapons
- Vandalism or computer hacking
- Persistent attitudes or behaviour which are inconsistent with the school's ethos
- Other misconduct which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off the school premises.
- Supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, alcohol or tobacco.
- See Anti-Bullying Policy

9.3. The range of sanctions for serious breaches of discipline include:

- **Temporary exclusion:** a pupil may be sent home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or pending a review.
- **Permanent exclusion:** see Exclusions Policy.

10. **Support systems for pupils**

10.1. Pupils will be supported by their form teacher and members of staff.

10.2. Pupils will also be supported by their Peer Mentors in Year 6 and staff on playground duty when playing outside during morning and afternoon break times.

- 10.3. Concerns' Box – emptied daily and pupil concerns addressed
- 10.4. The Learning Development Coordinator who is trained as an Emotional Literacy Support Assistant (ELSA) is on hand during the school day to check in with pupils who find managing their emotions and behaviour challenging. Our ELSA also takes children for sessions during the week which can provide the pupils with the skills needed to manage their behaviour.
- 10.5. The Head and the SLT are on hand during the school day if a pupil needs time out and a safe, quiet place to discuss the challenges they are facing.

11. Transition

- 11.1. Pupils starting at Westbury House are given settling in days in the Nursery. From Reception upwards, new pupils spend a morning with their new class before beginning at the school. When pupils begin, they are allocated a Buddy from their form group to help them settle, make friends, learn the school's systems and expectations. Our ELSA also meets with new pupils to discuss their friendships, queries and concerns while they settle into their new school community. Form teachers will be in correspondence with their parents as they settle.
- 11.2. Before pupils' transition into the next academic year, they spend 'Moving up Hour' with their new form teacher in their new classroom at the end of their current academic year. Their current form teacher prepares them for the next academic year, making them aware of the changes ahead and the new expectations. Form teachers also meet with their new parents to support them with the expectations for the year ahead. During the first half of the Autumn Term, form teachers meet individually with the parents to discuss pastoral matters related to their child and discuss how they are settling into the new academic year.
- 11.3. Before transitioning from Year 6 to Year 7, former Westbury House pupils come in to speak to Year 6 about their experiences at secondary school. Pupils also take part in taster days at their next schools and staff visit WHS. During Year 6, the pupils are given talks about puberty, sex and relationships, drugs, public transport etc. to help prepare them for Year 7.

12. Pupils with additional needs

- 12.1. The school will make reasonable adjustments for managing behaviour which is related to a pupil's disability. If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Learning Development Coordinator and further action in accordance with the school's policy on special educational needs and learning difficulties will be considered.
- 12.2. Staff should seek advice from the Head if they are still unsure about how to manage a pupil's behaviour where this is related to a disability.

12.3. Where exclusions need to be considered, the school will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

13. Safeguarding

13.1. Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:

- bullying (including online bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation / hazing type violence and rituals.

13.2. The school's policy and procedures with regard to peer on peer abuse are set out in the school's Safeguarding and Child Protection Policy and procedures. If a pupil's behaviour gives rise to a safeguarding concern, the procedures in the Safeguarding and Child Protection Policy and procedures will be followed).

14. Liaison with parents and other agencies

14.1. Westbury House is a family school, and we aim to foster a strong working relationship with the parents of our pupils. The school seeks to work in partnership with parents over matters of discipline, and it is part of the parents' obligations to the school to support the school rules.

We operate an 'open door' system keeping in contact with parents via our school email system and meetings in person, if necessary. If a child is finding managing their behaviour challenging or is displaying concerning behaviour, we will keep the parents informed and work together in providing what is necessary to support the pupil and their family.

14.2. If it becomes apparent that the assistance is needed from an outside agency, then the school will work with the parents in seeking this support for the pupil. The school will work with outside agencies to meet the needs of the pupil.

14.3. Parents will be informed as soon as reasonably possible after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the school is prevented from doing so by the police if they are involved.

14.4. Parents will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

15. **Malicious allegations against staff** *see also [Safeguarding policy](#)

15.1. Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

15.2. Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent remove their child or children from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

15.3. The school will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.

15.4. The school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
*see also

16. **Use of reasonable force**

16.1. Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out below. Corporal punishment is not used at the school and force is never used as a form of punishment.

16.2. There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance [Use of reasonable force \(DfE, July 2013\)](#).

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere
- prevent a pupil leaving a classroom where allowing them to do so would risk their safety

In addition, reasonable force may be used to conduct a search for certain "prohibited items".

In these circumstances, 'reasonable' means using no more force than is needed.

In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Where reasonable force is used by a member of staff, the Head must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of force.

17 Searching pupils

17.1 **Informed consent:** school staff may search a pupil or their possessions or their accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

17.2 **Searches without consent:** in relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

The School's policy on searching and confiscation has regard to the DfE guidance *Searching, screening and confiscation: advice for schools (DfE, January 2018)*.

17.3 Prohibited items

The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012/951):

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

17.4 Searching with consent

- Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be considered together with any special needs the pupil may have. Written consent will not usually be required.
- The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed above. The consent of the pupil must be sought even if he / she is not at the school at the time. If a member of staff

suspects that a pupil has an item that is banned by the school, they can instruct the pupil to turn out his / her pockets or bag.

17.5 Searching for prohibited items

- Where the Head or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary.
- Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.
- If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out: a search of outer clothing; and / or a search of school property (e.g. pupils' lockers or desks) and/or a search of personal property (e.g. bag or pencil case).
- Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same sex as the pupil.
- Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.
- Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

17.6 Confiscation

- Under the school's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

17.7 Searching electronic devices

- An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched. Any search of an electronic device should be conducted in the presence of a member of the IT staff.
- If inappropriate material is found on an electronic device, the member of staff may retain it as evidence of a breach of school discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.

- Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the school's policy on sexting as set out in the Safeguarding and Child Protection Policy and Procedures.

17.8 Disposal of confiscated items

- **Alcohol:** alcohol which has been confiscated will be destroyed.
- **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- **Other substances:** substances which are not believed to be illegal drugs, but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff which may include donation to an appropriate charity.
- **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.
- Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- **An item banned under school rules:** such items may, at the discretion of the school or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a

mobile electronic device that has been used in breach of school rules to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head considers it necessary to retain the device for evidence in disciplinary proceedings. If a pupil persists in using a mobile electronic device in breach of school rules, the device will be confiscated and must be collected by a parent.

- **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

17.9 Communication with Parents

- There is no legal requirement for the school to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases we will inform parents on how the school will dispose of certain items.
- We will keep a record of all searches carried out, including whether the search is with or without the consent of the pupil. The record will include details of any disposal of items confiscated.
- Complaints about searching or confiscation will be dealt with through the school's parental complaints policy and procedures.
- The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.

18 EYFS

The nominated person responsible for behaviour management in the Early Years is Miss Marjorie Martinez.

In Early years, we use the High/Scope approach that has at its core the belief that children gain confidence, initiative and a lifelong love of learning when involved in well-supported activities of their own choosing. We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs. We promote positive attitudes to learning by encouraging and recognising positive behaviour using the following:

- Praises for their effort and positive behaviour
- Stickers
- Stamps on their Gold Star Chart
- Star of the week awards
- Name added to Good Work Book

- For Reception- house points
- Wow certificates (awarded by parents and sent to teachers)

The Early Years uses a traffic light system to encourage positive behaviour. Each classroom displays the colours of traffic lights: green, yellow and red faces. Teachers have smaller coloured face cards in a lanyard every day to easily communicate with all children. Green signifies appropriate behaviour. The children always start off the day with everyone on the green.

Should children display inappropriate behaviour, the teachers give them a verbal warning. Should they continue to display that behaviour, the child's name moves to yellow. This is a reminder that they need to reflect on what they have done. For kind or improved behaviour, they can move back to green.

If a child continues to behave in an inappropriate way, the name would move to red - at which point, the child would be asked to have a period of time-out. The duration of the time-out is related to the age of the child. There is no specific area that is used for time out to prevent the child from associating that area with behaviour management. Once time-out is finished, the teacher speaks to the child about their behaviour and how to make it better in future.

All names are moved back to green at the start of each day.