

Behaviour Management (Rewards & Sanctions) Policy



Westbury House School

March 2021

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1 **Aims**

- 1.1 This is the behaviour and discipline policy of Westbury House School and Nursery.
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to promote good behaviour amongst pupils
 - 1.2.2 to actively promote and safeguard the welfare of pupils at the School
 - 1.2.3 to ensure, so far as possible, that every pupil in the School is able to benefit from and make his / her full contribution to the life of the School, consistent always with the needs of the School community
 - 1.2.4 to encourage pupils to accept responsibility for their behaviour
 - 1.2.5 to set out the sanctions adopted by the School in the event of pupil misbehaviour.

2 **Scope and application**

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 2.2 This policy (together with the School rules and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
 - 2.2.1 in or at School
 - 2.2.2 representing the School or wearing School uniform
 - 2.2.3 travelling to or from School
 - 2.2.4 on School-organised trips
 - 2.2.5 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:
 - 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public
 - 2.3.2 have repercussions for the orderly running of the School; or
 - 2.3.3 bring the School into disrepute.

3 **Regulatory framework**

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014
 - 3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017)
 - 3.1.3 Education and Skills Act 2008
 - 3.1.4 Childcare Act 2006
 - 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and

3.1.6 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Behaviour and discipline in schools (DfE, January 2016)

3.2.2 Use of reasonable force (DfE, July 2013)

3.2.3 Searching, screening and confiscation: advice for schools (DfE, January 2018)

3.2.4 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018); and

3.2.5 Keeping children safe in education (DfE, January 2021) (**KCSIE**).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 acceptable use policy for pupils

3.3.2 anti-bullying policy (including online safety)

3.3.3 safeguarding and child protection policy and procedures

3.3.4 policy on special educational needs

3.3.5 exclusion policy.

4 **Publication and availability**

4.1 This policy is published on the School website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from the School Secretary during the School day.

4.4 This policy can be made available in large print if required.

5 **Definitions**

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.

5.1.2 References to the **Head** may include deputies.

5.1.3 References to **Parent** or **Parents** includes one or both of the parents, a legal guardian or education guardian.

5.1.4 References to the **Review** are to the review by the panel of the Head's decision in accordance with the expulsion and removal: review procedure.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Pastoral Deputy	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	SLT	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Head	As required, and at least annually
Formal annual review	Proprietor	Annually

7 Promoting good behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.
- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.
- 7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

8 Minor breaches of discipline

- 8.1 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline.

8.2 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. Low level sanctions may be given (see Appendix 1 for details of possible sanctions).

8.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 **Serious breaches of discipline**

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

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

9.2.1 supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco

9.2.2 theft, blackmail, physical violence, intimidation, racism or persistent bullying

9.2.3 physical or emotional abuse

9.2.4 harmful sexual behaviour including sexual violence and sexual harassment

9.2.5 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety

9.2.6 supply or possession of pornography

9.2.7 possession or use of unauthorised firearms or other weapons

9.2.8 vandalism or computer hacking

9.2.9 persistent attitudes or behaviour which are inconsistent with the School's ethos

9.2.10 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 School premises

9.2.11 other misconduct specifically provided for in the School's parent contract and School rules.

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

9.3.1 **Temporary exclusion:** a pupil may be sent or released 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.

9.3.2 **Removal:** the parents may be required to remove a pupil from the School if, after consultation with the Parents and if appropriate the pupil, the Head is of the opinion that:

- (a) the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or
- (b) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
- (c) the Parents have treated the School or members of its staff or any member of the School community unreasonably.

In these circumstances, and at the sole discretion of the Head, the Parents may be permitted to withdraw the pupil as an alternative to removal being required.

9.3.3 Permanent exclusion: a pupil may be excluded from the School for a very grave breach of discipline or a serious criminal offence. Exclusion is reserved for the most serious breaches.

9.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 2.

9.5 If the findings of the investigation support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Appendix 3.

9.6 The Head is required to act fairly and in accordance with the principles of natural justice.

9.7 If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make a finding. The School reserves the right to refer to such disciplinary action in references provided for the pupil.

10 Parent involvement

10.1 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.

10.2 Parents will be informed as soon as reasonably practicable 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.

10.3 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.

11 Additional needs

11.1 The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the SENCo if they are unsure about how to manage a pupil's behaviour where this is related to a disability.

11.2 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 SENCo and further action in accordance with the School's policy on special educational needs and learning difficulties will be considered.

11.3 Where Exclusion or Removal needs 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.

12 Safeguarding

12.1 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:

12.1.1 bullying (including cyber-bullying)

12.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

12.1.3 sexual violence and sexual harassment

12.1.4 sexting (also known as youth produced sexual imagery); and

12.1.5 initiation / hazing type violence and rituals.

12.2 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 behaviour and discipline matters give rise to a safeguarding concern, the procedures in the safeguarding and child protection policy and procedures will be followed).

13 Malicious allegations against staff

13.1 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.

13.2 Where a Parent has made a deliberately invented or malicious allegation the Head will consider whether to require that Parent to 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.

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

13.4 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.

14 Use of reasonable force

14.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 4. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

14.2 Corporal punishment is not used at the School and force is never used as a form of punishment.

15 Searching pupils

15.1 **Informed consent:** school staff may search a pupil or their possessions or 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.

15.2 **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. Please see Appendix 5 for the School's policy on searching and confiscation.

16 Training

16.1 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 by this policy and have the necessary knowledge and skills to carry out their roles.

16.2 The level and frequency of training depends on role of the individual member of staff.

16.3 The School maintains written records of all staff training.

17 Risk assessment

17.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

17.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

17.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

17.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the SLT who have been properly trained in, and tasked with, carrying out the particular assessment.

18 Record keeping

18.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

18.2 A record is kept of sanctions imposed for serious misbehaviour. The record includes:

18.2.1 the name and year group of the pupil concerned

18.2.2 the nature and date of the offence

18.2.3 the sanction imposed and reason for it; and

18.2.4 the name of the person imposing the sanction.

18.3 This record is reviewed regularly by the SLT so that patterns in behaviour can be identified and managed appropriately.

18.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures

when handling personal data created in connection with this policy. This includes the School's data protection policy and information security policy.

19 Version control

Date of adoption of this policy	November 2019
Date of last review of this policy	March 2021
Date for next review of this policy	November 2021
Policy owner (SMT)	Kris Beel
Policy owner (Proprietor)	Amit Mehta

Appendix 1 Rewards and sanctions

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.

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.

Children are encouraged to be responsible for the decisions they make and to strive to be their 'best' selves.

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

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.

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.

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.

1 Rewards

- 1.1 Rewards and examples of behaviours that will attract a reward are as follows:
- 1.1.1 **Verbal praise:** Kindness to others, improvement in behaviour, positive contributions to class
 - 1.1.2 **House points:** Work that shows good effort, achievement and/or progress, being a role-model, co-operative behaviour, selfless behaviour, contribution to classroom and school community.
 - 1.1.2.1 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 Friday Merit Assembly. These winners are published in the Head's Friday newsletter to the parents.
 - 1.1.2.2 House point certificates are awarded by the House Coordinator during assemblies to those children with 100, 150 and 200 house points.
 - 1.1.2.3 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.
 - 1.1.3 **Stamps and stickers:** beautiful, accurate work
 - 1.1.4 **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 Merit Assembly by a member of the SLT and published in Friday's weekly newsletter.
 - 1.1.5 **Head's Sticker:** for excellent work shown to her in her office.
 - 1.1.6 **Head's Award:** for a pupil who has shown outstanding effort, achievement, behaviour and demonstrated the WHS Way.
 - 1.1.7 **Head's Tea:** recommendation of the Form teacher and/or Headmistress.
 - 1.1.8 **Class 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.
 - 1.1.9 **Displays:** good work is displayed around the school and in the classrooms.
 - 1.1.10 **Golden Time:** awarded for good work and behaviour.
 - 1.1.11 **Gold Stars Certificate:** receiving ten gold stars for displaying character virtues.
 - 1.1.12 **Class Footie Friday:** excellent behaviour during the week by a form group. First and second place are awarded.

1.1.13 **Awards presented at end of year Prize Giving ceremony:** Annual recognition for academic achievement, academic progress and citizenship

1.2 In addition to the above rewards we also have positions of responsibilities that are either evenly distributed or chosen by the staff on the basis of agreed criteria. 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

2 Sanctions

2.1 In addition to the particular sanctions set out in this Appendix 1, the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School rules.

2.2 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:

2.2.2 The sanction is given by a paid member of school staff.

2.2.3 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.

2.2.4 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.

2.3 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.

2.4 Sanctions may include:

2.4.2 **verbal reminder/reprimand**

2.4.3 **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.

2.4.4 **Behaviour Log:** this 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.

2.4.5 Detentions:

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

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

2.4.5.3 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.

2.4.6 **Loss of Privileges:** poor behaviour in the playground and around the school.

2.4.7 **Removal of responsibilities:** not living up to the expectations of their leadership role.

2.4.8 **Form Tutor Report:** child's behaviour to be monitored

2.4.9 **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.

Appendix 2 Investigations into serious breaches of discipline

- 1 The Head will appoint a senior member of staff to carry out an investigation.
- 2 Parents will be informed as soon as reasonably practicable 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.
- 3 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 4 A pupil may be suspended from the School while a complaint is being investigated or while an investigation is on hold (see paragraph 7 below). Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be offered a segregated regime on School premises.
- 5 A pupil's space or belongings may be searched during the course of the investigation. See Appendix 5 of this policy for the School's policy on searching and confiscation.
- 6 If the pupil is to be interviewed as part of the investigation, arrangements will be made for him / her to be accompanied by a member of staff of his / her choice and /or by a Parent (if available at the relevant time). A minute of the interview will be recorded in writing by the interviewing member of staff. The pupil may be asked to confirm any statement made or minute taken to be true and accurate.
- 7 It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation.
- 8 The outcome of the investigation will be reported to the Head. If the findings of the investigation appears to support the allegation, complaint or rumour, a disciplinary meeting will be held in accordance with the procedures in Appendix 3 of this policy.

Appendix 3 Disciplinary meeting with the Head

- 1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appears to support the allegation, complaint or rumour, a disciplinary meeting with the Head will take place.
- 2 **Attendance**
 - 2.1 The pupil and his / her Parents (if available) will be asked to attend the disciplinary meeting with the Head. The pupil may also be accompanied by a member of staff of his / her choice. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be expected to attend the meeting and this procedure applies to the Parents only.
 - 2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint and his / her investigation and an additional member of staff will be present to minute the meeting.
 - 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head so that appropriate arrangements can be made.
 - 2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.
- 3 **Meeting**
 - 3.1 Documents available at the disciplinary meeting with the Head may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents
 - 3.1.2 written statements and notes of the evidence supporting the allegations, and any relevant correspondence
 - 3.1.3 the investigation report
 - 3.1.4 the pupil's school file and (if separate) conduct record
 - 3.1.5 the relevant School policies and procedures.
 - 3.2 The Head will consider the allegations and the evidence, including statements made by and / or on behalf of the pupil or, where applicable, the Parents.
 - 3.3 The pupil and his / her Parents will have an opportunity to state their side of the case.
 - 3.4 The Head will inform the pupil and his / her Parents of the range of disciplinary sanctions which the Head considers are open to him / her if the allegation, complaint or rumour is sufficiently proved.

- 3.5 Unless the Head considers that further investigation is needed, he / she will close the meeting and inform the pupil and the Parents that they will be notified of his / her decision in writing.

4 **Decision**

- 4.1 The Head will consider whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities. The pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil.
- 4.2 The Head may Exclude or remove a pupil or impose any other sanction he / she considers to be appropriate in accordance with this policy.
- 4.3 The Head will notify the Parents of his / her decision in writing, with reasons, within three working days of the disciplinary meeting.
- 4.4 A decision to Exclude or remove a pupil shall take effect five working days of the date of the Head's letter confirming his / her decision. Until then, the pupil shall remain suspended and away from School premises.

5 **Review**

- 5.1 The Parents or the pupil may request a Review of the Head's decision to Exclude or remove a pupil from the School, or where the pupil is suspended from the School for 11 working days or more. The request must be made within five working days of the date of the Head's letter confirming his / her decision.
- 5.2 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.
- 5.3 See the exclusion and removal: review procedure for further information about requesting a Review and the detail of the procedure.

6 **Leaving status**

- 6.1 If a pupil is excluded or removed, his / her leaving status will be one of the following: excluded, removed or, if the offer is made by the Head and accepted by the Parents, withdrawn by parents.
- 6.2 Additional points of leaving status may include:
- 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School
 - 6.2.2 the form of reference which will be supplied for the pupil
 - 6.2.3 the entry which will be made on the School record and the pupil's status as a leaver
 - 6.2.4 arrangements for transfer of any course and project work to the pupil, his / her Parents or another school
 - 6.2.5 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil

- 6.2.6 whether the pupil will be entitled to leavers' privileges
- 6.2.7 the conditions under which the pupil may re-enter School premises in the future; and
- 6.2.8 **financial aspects:** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.

Appendix 4 Use of reasonable force.

- 1 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).
- 2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 2.1 committing a criminal offence
 - 2.2 injuring themselves or others
 - 2.3 causing damage to property, including their own
 - 2.4 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.
- 3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- 4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 5 below).
- 5 In these circumstances, 'reasonable' means using no more force than is needed.
- 6 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. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 7 Where reasonable force is used by a member of staff, the Deputy 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. In the EYFS setting, the pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.

Appendix 5 Searching and confiscation

- 1 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.
- 2 The School's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, January 2018).
- 3 **Prohibited items**
 - 3.1 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):
 - 3.1.1 knives or weapons, alcohol, illegal drugs and stolen items
 - 3.1.2 tobacco and cigarette papers, fireworks and pornographic images
 - 3.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (a) to commit an offence; or
 - (b) to cause personal injury to, or damage to the property of, any person (including the pupil); and
 - 3.1.4 any item banned by the School rules that are identified as being items which may be searched for.
 - 3.2 The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on an educational visit).
- 4 **Searching with consent**
 - 4.1 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 taken into account together with any special needs the pupil may have. Written consent will not usually be required.
 - 4.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 3 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.
 - 4.3 If the pupil refuses to provide consent disciplinary action may be taken in accordance with the School's behaviour and discipline policy.
- 5 **Searching for prohibited items**
 - 5.1 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 (such force may not be used in searches for items included in 3.1.43.1.3(b) above).

- 5.2 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.
- 5.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - 5.3.1 a search of outer clothing; and / or
 - 5.3.2 a search of School property (e.g. pupils' lockers or desks, and / or
 - 5.3.3 a search of personal property (e.g. bag or pencil case).
- 5.4 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.
- 5.5 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.
- 5.6 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.

6 **Confiscation**

- 6.1 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.
- 6.2 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.

7 **Searching electronic devices**

- 7.1 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 and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff where possible.
- 7.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.
- 7.3 If inappropriate material is found on an electronic device, the member of staff may delete the material, 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.

- 7.4 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.

8 Disposal of confiscated items

- 8.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 8.2 **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.
- 8.3 **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.
- 8.4 **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.
- 8.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 8.6 **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.
- 8.7 **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.
- 8.8 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.
- 8.9 **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.
- 8.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.

- 8.11 **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 in accordance with 8.12 below. 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.
- 8.12 **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.

9 **Communication with Parents**

- 9.1 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.
- 9.2 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.
- 9.3 Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.
- 9.4 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.

Appendix 6 Transition

- 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.
- 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.
- 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.

Appendix 7 Early Years Positive Behaviour Policy

1. This Positive Behaviour Policy states how the Early Years team supports children's learning in terms of behaviour. Our aim is for the children to develop:
 - 1.1. Self-respect and growing self-esteem
 - 1.2. To have consideration and empathy for others
 - 1.3. The ability to guide their own behaviour
 - 1.4. Social skills such as negotiations and problem solving
 - 1.5. Learn how to follow rules and knowing the consequences for their actions
 - 1.6. Managing feelings and appropriate ways to control them
 - 1.7. Understanding how their own actions can affect others
 - 1.8. The above aims influence the strategies that we will be using when managing behaviour within the setting.

2. Reward and recognition for positive behaviour

- 2.1. In Early years, we use the HighScope approach that has at its core 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.
- 2.2. We promote positive attitudes to learning by encouraging and recognising positive behaviour using the following:
 - 2.2.1 Praises for their effort and positive behaviour
 - 2.2.2 Stickers or Star Reward chart- Little Learner has a reward chart for each individual child. When a child completed their reward chart , they will be able to take it home to show their parents . Preschool has a star chart this is used to reward positive behaviour, or when they show character of virtues.
 - 2.2.3 Star of the week awards- children awarded the Star of the week will be added to the weekly newsletter so parents are aware of who has received this.
 - 2.2.4 Name added to Good Work Book
 - 2.2.5 For Reception, House Points
 - 2.2.6 'WOW' certificates (awarded by parents and sent to teachers)

3. The Traffic Light System

- 3.1. 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.
- 3.2. Green signifies appropriate behaviour and it is constantly used throughout the day to encourage positive behaviour by the child. The children always start 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, their name would move to red - at which point, the child would be asked to have a period of 'thinking time'. The duration of the 'thinking time' 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 their thinking time 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.

- 3.3. Corporal punishment will never be used or threatened.
- 3.4. Physical intervention may be used to avert immediate danger of personal injury. On any occasion on which physical intervention is used, it will be recorded, and parents informed on the same day.
- 3.5. This behaviour management strategy is also shared with the parents to ensure they link up with behaviour management in the home environment should the parents wish.



4. Reflection

- 4.1. Reflection is the first action to take when challenging behaviour is becoming a problem.
- 4.2. The table below can assist Early Years practitioners to reflect on how their practice and environment can impact children's behaviour.

Environmental factors	Are any of these factors contributing to the children's behaviour? Use these to reflect and improve.
The routine	<ul style="list-style-type: none"> • Is the current routine working? • Make circle time shorter if needed. • Give children warning of transition. • Have the children been outside enough? • Is there a balance of adult led learning and children led learning?
The room/ environment	<ul style="list-style-type: none"> • Review your room. • Ask yourself why have you set it up like this and does it need to be changed to suit different children • Give the environment a tidy up and make sure it is organised. • Do the children have enough to play and learn with? • Is the room fun and inviting? • Is the room too cluttered or too plain? • Do you need to look at new resources?

Play and learning opportunities	<ul style="list-style-type: none"> • Are the children given the opportunity to explore different types of play such as physical, exploration, schematic, messy play and more • Do the practitioners provide the children with inviting and exciting learning opportunities? • Do they have enough access to the garden? • Are there activities set up in the garden area to explore?
Boredom	<ul style="list-style-type: none"> • Try not to over or under challenge the children. Try not to set up activities to are too difficult for a child to complete themselves. • Make sure that every day is different, exciting and fun for the children as this will support behaviour of the children • Provide new and exciting activities and experience.
1:1 time with a staff member	<ul style="list-style-type: none"> • Does the child need a bit of extra attention? • Give a child 5 minutes of your attention. This will show them that you value them, and, in time, this will reflect in their behaviour.

Personal factors	Are any of these factors contributing to the children behaviour? Reflect and improve.
Special educational needs	<ul style="list-style-type: none"> • Do the staff have the correct training to support SEND pupils? • Have staff researched ways to support the SEND children in the room? • Is parental partnership strong? • Has SENDCo support been sought?
Age and stage of development	<ul style="list-style-type: none"> • Do the children understand what you expect from them? • Children aged 2-3 years have an influx of emotions, tantrums are inevitable, we need to support them as they are unsure how to manage their growing emotions. • Children aged 3-4 years. Three-year-olds will not be as independent as the four-year-olds. The 4-year-olds are more independent and we are teaching school readiness. However, we need to remember that they are still young children, and we must support them to find ways to manage their behaviour.
The child's individual needs	<ul style="list-style-type: none"> • Every child is unique. What works for one child may not work for another. • It is the practitioners' s role to consider all of the children's individual needs when supporting them.
The outside world	<ul style="list-style-type: none"> • As practitioners it is important to build a strong bond with the children's parents. • Many different factors can impact a child behaviour. Some of these could be new sibling, moving home, parent breakup, bereavement. • If a good parental partnership is formed, parents will keep you up to date with home life and, in turn, this will support the child while at Nursery.

5. Other behavioural management strategies

5.1. Use welcome time to talk with the children about rules and boundaries within the room.

- 5.2. Supervision of the children to be able to stop issues before they arise.
- 5.3. When children are frustrated/ angry/ upset etc, talk to them and validate their emotions e.g. "I can see that you are angry, what can we do to help?"
- 5.4. Model behaviour that you want the child to learn. e.g., Child P hurts child D. The Early Years practitioners can turn to child D and say "I am sorry that child P hurt you. That was not kind behaviour." To Child P, "That behaviour was not kind What can you do to make Child D feel better?"
- 5.5. Observe the child and tune into what the child is really trying to tell you through their challenging behaviour.
- 5.6. Sometime a child will need some 1:1 time with an adult to settle their behaviour. This 'thinking time' is used to refocus the child. Staff member should sit with the child and talk about the behaviour and what they expect from the child.
- 5.7. Some examples of how to support children's conflict:
 - 5.7.1 Approach calmly and with an open mind
 - 5.7.2 Walk over and get down to their level.
 - 5.7.3 Acknowledge feelings.
 - 5.7.4 Find out what happened from both children.
 - 5.7.5 Ask for solutions and decide one together.
 - 5.7.6 Let the children be part of the outcome.
- 5.8. For Preschool (aged 3-4 years old):
 - 5.8.1 children work well with being given choices. Give the children two choices, by doing this the children will feel they have control over their own behaviour.
 - 5.8.2 Preschool children will be able to control their feelings better at this age. However, it is a good time to help them understanding and acknowledge their feeling and help them to manage them appropriately.
 - 5.8.3 All children learn from adults. They will watch what you do and copy, so good role modelling is essential.
 - 5.8.4 Preschool children will have developed their speech and social skills well. They will test boundaries- this is not the children misbehaving but trying to work out what they can and cannot do.
 - 5.8.5 Staff need to allow this age group to be more independent, just guide them.
 - 5.8.6 Listen to the children. At this age the children will be able to communicate with you and tell you what has happened, just give them time to explain.

6. The ABC approach

- 6.1. ABC stands for A – Antecedent, B- Behaviour, C- consequence. It is a observation tool that staff can use to analyse what happened before, during and after the behaviour.
- 6.2. All behaviour we see can be thought of as communication. The ABC approach can help us find out what a child is trying to say eg express they are tired or hungry, as well as what the child gets out of the behaviour e.g. attention or a toy they wanted:

- 6.2.1 Antecedent- All the things that happen leading up to the behaviour.
- 6.2.2 Behaviour – What they did or said.
- 6.2.3 Consequence- how did staff deal with it or react to the situation.

6.3. The ABC approach can be useful in understanding what leads to the behaviour and whether a particular response may increase or decrease the likelihood of it happening again. Using this evidence base strategy can be a helpful approach to reducing challenging behaviour. See form below.

ABC Behaviour Form

Child's name:

DATE	SETTING EVENTS Events that could possibly contribute to the challenging behaviour	ANTECEDENT What happened immediately before the behaviour	BEHAVIOUR What does the behaviour look like. Be specific	CONSEQUENCE What happened directly following the behaviour? Outcome