

1. AIMS AND OBJECTIVES

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

As a starting point all rewards and sanctions must be:

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

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

Corporal punishment must never be given and no child must ever be threatened with corporal punishment while in our care. Any punishment that might have an adverse impact on a child's well-being must never be used or threatened. No member of staff should use a raised voice when managing a behavioural situation.

Strategies for promoting good behaviour and discipline

- a) The ethos of the School is one of recognising positive behaviour. The Core Values (Respect / Resilience / Responsibility / Empathy) are to be reinforced at all times. Pupils are encouraged to take responsibility for their own behaviour and learning.

The School supports positive behaviour and a positive environment through:

- Individual support and guidance
- A consistent approach by the whole school community
- Constructive whole school planning for PSHEE through Life Skills lessons
- Appreciating and following agreed codes of behaviour
- Developing the skills of co-operation and discussion
- Encouraging everyone to take care of and have respect for their own and each other's belongings and environment
- Having a positive and consistent approach to break times and less structured times in the school day
- Offering broad and balanced learning opportunities that are well-prepared, well-planned and stimulating to each child.

All staff are expected to consistently model the behaviour we expect from the pupils. This is achieved by:

- Demonstrating good manners
- Practising good behaviour to each other as well as the children
- Teaching appropriate behaviour and giving positive feedback when pupils are behaving well
- Showing respect for each pupil as an individual and making them feel valued
- Being, and being seen to be, fair and consistent
- Responding quietly, calmly and positively
- Having an awareness of their own appearance and demeanour and the messages they give
- All adults listening to the pupils.

To encourage positive behaviour, we promote and encourage children to adopt and apply the Core Values (Respect / Resilience / Responsibility / Empathy) and this includes the following:

Showing respect for others by:

- Behaving in a way that allows other pupils to learn
- Being honest
- Listening to other people

Showing resilience by:

- Dealing with unkind behaviour in a positive way
- Being positive when facing a challenge

Showing responsibility by:

- Being punctual and well-organised
- Being honest
- Looking after our own and other people's property
- Taking responsibility for their actions

Showing empathy for others by:

- Sharing
- Being gentle and positive towards others, sometimes putting others first
- Being kind and helpful

If a pupil does not meet these expectations, whether inside the classroom or out, s/he will receive a sanction in accordance with the rewards and sanctions procedures as set out in this policy.

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

- We are kind
- We all tidy up
- We all play together
- Playground Pals help us (Reception/Key Stage 1 only)
- If someone says or does something we don't like, we say "stop"
- We share toys
- We ask members of staff to help us
- We only cross a road when a member of staff tells us to.

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

The School will actively support pupils with special educational needs and disabilities in managing their behaviour and will make reasonable adjustments to manage poor behaviour for those pupils with a disability in accordance with the Equality Act 2010. The School will always consider ways of supporting pupils with SEND to help address any poor behaviour, including positive reinforcement measures and reward systems as appropriate, whilst maintaining the overall expectations of appropriate behaviour that enables and supports learning. Parents will be consulted to assist the School in managing any poor conduct, as appropriate.

- b) Wycliffe's community of trustees, staff, parents and pupils adhere to an established routine, rather than to lists of rules. Staff must also follow the Staff Code of Safe Practice. The School sees education as a partnership with the staff team committed to excellence, aiming to achieve a spirit of trust and co-operation. The School expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the School (including online) and in any written or electronic communication concerning the School.

All pupils are encouraged to share concerns and to share if they feel uncomfortable with any behaviour. Bullying (including peer-on-peer abuse) is not acceptable and the School has an Anti-Bullying Policy and Peer-on-Peer Abuse Policy which are made available to parents.

2. REWARDS

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

House Points - Subject Related Work/Performance from Reception to Year 8

House Points should be used as positive rewards and be awarded by all staff for pupils' work and performance in line with each individual's own ability and aptitude. House Points should recognise effort, perseverance and content and should not only be given for neat work or of a standard which is always reached by individuals – they are given for progress or for a higher standard of work. This is done as often and regularly as possible to ensure that the children are rewarded appropriately to allow them to feel that they are individually valued and are recognised for making a positive contribution to the life of the school. The total of these are added into House Totals which are shared at the end of the Term.

- The maximum number of House Points that can be awarded for any one piece of work is four.
- House Points should be awarded for:
 - Progress
 - Good or better standards of achievement ~~than previous~~
 - Working collaboratively
 - Bettering the learning opportunities of others e.g sharing knowledge
 - A proactive approach to learning

Challenge Awards – From Year 3 to Year 8

These are awarded for pupils who notably push their limit further by taking on additional academic or subject specific tasks and challenges within a lesson. These are worth 5 House Points. The total of these are added into House Totals which are shared at the end of the Term.

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Core Value Points - Pastoral - From Reception to Year 8

Children are awarded Core Value points for demonstrating the Core Values –Respect, Resilience, Responsibility and Empathy - in and around school. These are given by all teaching staff, tutors and Pastoral Leaders.

The four Core Values encompass all aspects of school life.

Points are awarded for:

- Respect
Showing respect for the school environment and all members of the Wycliffe community, by listening, being honest and responding positively. This includes demonstrating good manners both around the school and in the dining room, helpfulness to staff and fellow pupils and responding in a positive manner to what pupils are asked to do.
- Resilience
Showing resilience when things go wrong or become difficult and dealing with negative situations positively. This includes pupils showing a determination to succeed even when things are challenging - may that be on a sports field, practising a musical instrument, in a lesson etc.
- Responsibility
Taking responsibility for their actions, belongings and the school environment. This includes giving best effort inside and outside the classroom and showing enthusiasm for tasks set.
- Empathy
Demonstrating empathy towards others' needs and feelings. This includes showing kindness and/or helpfulness to staff and fellow pupils and putting others' needs first.

At the end of each term, a cup is awarded to the pupil with the most Core Value Points in each year group.

Excellents

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

- Every Excellent is worth five House Points
- The member of staff awarding an Excellent should make the pupil aware and inform the parents through iSAMS, whenever possible, within three days of the award being given.
- The total of these are added into House Totals which are shared at the end of the Term.

Head's Award

This is given when a pupil brings a piece of work to show the Head – often when they have received an Excellent, although not always. The Head encourages pupils of all ages to do this and to teachers to ask pupils to come. The best time for this is at Breaktime.

Head's Commendations

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

- Pupils should be sent to the Head to show their work/book at the discretion of each individual teacher. The Head will decide if the work is worthy of a commendation.
- A Head's Certificate of Commendation, awarded at the discretion of the Head, will be sent out to the parents on the day the award is verified by the Head.
- This is worth Ten House points.

3. SANCTIONS (WHAT HAPPENS AS A RESULT OF MISBEHAVIOUR)

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

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

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

Discussions around sanctions and behaviour should occur:

- With calmness
- With a clear set of what has gone wrong and what needs to happen to rectify
- With reference to the behaviour, not the pupil.

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

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

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

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

When a pupil is in need of a sanction they should be fully involved in the process. Pupils should be asked to account for their actions (recognition of fault) and share in discussions about appropriate sanctions or

ways forward so that they recognise the need to change their behaviour accordingly. In this way they should learn from their mistakes and will not feel resentful or feel unjustly treated.

Safeguarding and Pastoral Considerations:

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

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

Recording incidents

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

- the pupil's name and year group,
- the nature and date of the offence,
- the tier given to the offence,
- and **MOST IMPORTANTLY** the sanction and if there is any other member of staff who needs to follow up.

It should be noted that recording an incident on the register is known as the 'Tier' and the sanction is what occurs as a result of the misbehaviour. *When sanctions are being added on to iSAMS, only the pupil receiving the sanction should be named unless naming other pupils is necessary.*

Sanctions for [serious](#) misbehaviour:

EYFS

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

Key Stage 1, Middle Prep and Upper Prep

The School works to a clear 1, 2, 3 sanction system. Two warnings and then a sanction of appropriate level. The type of phrasing to be used: 'xxx please stop shouting out as it is disturbing other people's learning', 'xxx I have asked you to stop shouting out, you are stopping other pupils learning', 'You have continued shouting out and so you will now stay behind at the end of the lesson/report to the catch up room at break time/report to me at breaktime. If your behaviour continues to disturb the learning in the classroom, I shall ask you to spend the rest of the lesson somewhere else.' Whilst we follow this, staff can use their professional judgement to immediately sanction if they consider it necessary.

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Tier 1 offences – (the list below is indicative)

A Tier 1 should only be given after issuing a warning of what the pupils is doing wrong, why it is wrong and what they can do to put it right.

A Tier 1 Record will result in the debit of 1 point. A Tier 1 Record is to be given for such offences as:

In Lessons

- being late for lesson three times without good cause (having ascertained the reason for lateness)
- arriving at lessons without the required equipment for at least three lessons
- being off task
- interrupting or calling out
- ignoring instructions
- throwing items during a classroom
- chewing or eating during lessons
- Any low-level behaviour which disturbs or is likely to disturb the learning of others
- making silly noises during lessons
- not completing sufficient work during a lesson in relation to individual ability
- failing to show respect for school staff, classmates and/or the classroom (including school and others' property)
- demonstrating a deliberate lack of empathy for others in the classroom
- failing to do prep (without valid reason)
- not completing prep to a satisfactory standard in relation to ability

In Tutor Time

- leaving lockers untidy
- forgetting reading material for tutor time
- failing to show respect for the tutor, classmates and/or the classroom
- demonstrating a deliberate lack of empathy for others

Around the School

- dropping litter
- leaving belongings in the wrong place
- running in parts of the school where walking is required for safety reasons
- talking in assembly
- demonstrating a deliberate lack of empathy for others
- failing to wear uniform or sports kit correctly

Tier 2 offences - (the list below is indicative)

A Tier 2 Record will result in the debit of 5 points. A Tier 2 Record is to be given for such offences as:

- Persistent incidents of any Tier 1 Reports with the same teacher
- Rudeness to any member of staff (including answering back)
- Inappropriate remarks to other pupils
- Questioning the authority of the adult in charge
- Going out of bounds
- Breaches of specific classroom behaviours e.g. Science, IT, Games and Art
- Inappropriate use of physical force when handling a social situation

Tier 3 offences - (the list below is indicative)

A Tier 3 Record will result in the debit of 10 points. A Tier 3 Record is to be given for such offences as:

- Verbal or physical unkindness such as:
 - Harmful or offensive name calling of other pupils
 - Using an inappropriate level of physical or emotional coercion of other pupils
 - Any form of bullying or racial or other forms of discrimination
- Using foul and/or abusive language or behaviour
- Persistent disobedience
- Significant rudeness to an adult or where clear instructions are not followed to the danger of self, staff or others.
- Behaving inappropriately when representing the school
- Damaging school property or another pupil's property
- Lying

Pupils with a Tier 3 Record may be placed on a Restricted Programme which involves a pupil being removed from spending break and lunch time with their peers, and instead being supervised by a member of the Pastoral Team. The length of the Restricted Programme will be decided by the Pastoral Team based upon the circumstances of the Tier 3 Record and more generally. The option for a pupil on a Restricted Programme to be withdrawn from representing the School or participating in a trip during this time may also be considered, at the discretion of the Head.

Pupils may also be placed on a Behaviour Report, which is designed to focus the learner on specific aspects of their attitude in school. This can take place as and when necessary, or at agreed times as stated in Appendix 2, and will be managed and monitored by the relevant Tutor and Pastoral Leader and reported back to parents regularly.

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

Time Out

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

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

The Head, or in her absence, the Senior Deputy Head, may temporarily exclude a pupil for between 24 hours and one school week for very serious indiscipline, or for less serious offences, where repeated punishment has proved ineffective. This will involve the pupil being excluded away from school.

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

Permanent Exclusion

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

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

Following the meeting, the Head will consider the allegation(s) and the evidence and will make a decision on whether to permanently exclude the pupil, usually within 24 hours. The decision will be communicated in writing, notifying parents of the right to request a Trustees' Review. The procedure for a Trustees' Review is set out at Appendix 4 of the Behaviour Policy for the Senior School.

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

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

- Persistent disruptive behaviour
- Peer on peer abuse including online
- Bullying
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Drug abuse
- Alcohol abuse
- Theft
- Sexual misconduct including sexting
- Damage to property
- Contravention of the School's E-Safety Policy, ICT or Acceptable Use Policy
- Contravention of a Behaviour Contract
- Behaviour which brings the School into disrepute
- Behaviour which in the Head's reasonable opinion leads them to believe that removal of the pupil from the School is in the best interest of the School or of the pupil
- Malicious or deliberately invented allegations of abuse against a member of staff

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

The School welcomes feedback from parents on the effectiveness of its behaviour management measures and is always happy to consider suggestions from parents and hope that parents find the School responsive and open-minded.

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

Required Removal

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

The main situations which may result in removal are:

- a breakdown of trust between the School and the parents. This may manifest itself in a number of ways, including:
 - (i) parents not supporting the School's sanction structures;
 - (ii) vexatious or persistent behaviour, such as parents repeatedly bringing unsubstantiated complaints or the same complaint being raised after it has been considered at all three stages of the School's complaints procedure;
 - (iii) abusive behaviour by parents to School staff, pupils or other parents (including as a spectator at school fixtures).

- a breakdown of trust between the School and pupil. This may manifest itself in a number of ways, including:
 - (i) persistent misconduct such as unauthorised absence from School;
 - (ii) when a pupil has brought a malicious or deliberately invented allegation against a member of staff or another pupil and where there are reasonable grounds that this may happen again in the future;
 - (iii) when a pupil's progress is unsatisfactory; and

- other circumstances where the Head (after appropriate consultation) is satisfied that parents' behaviour or conduct is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's or other children's progress at the School, or the wellbeing of School staff; and or brings (or is likely to bring) the School into disrepute; and/or is not in accordance with parents' obligations under the Parent Contract.

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

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

Allegations against staff or pupils

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

Parents will always be kept informed of any allegations made as soon as possible in accordance with the School's Safeguarding and Child Protection Policy. Parents will also be informed about the progress of the School and any third party investigations and of the outcome of the matter, as soon as practicable.

If an allegation were made and subsequently found to be unfounded, the pupil would be counselled and supported within school and an outside agency might be approached if the pupil were found to need on-going emotional or behavioural support. Disciplinary sanctions may be appropriate where the allegation was found to be maliciously or falsely made and the School reserves its right to treat such allegations as serious misbehaviour by the pupil. Pupils should be aware that malicious or deliberately invented

allegations of abuse against staff (or indeed other pupils) may result in the fixed term or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

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

Use of Reasonable Force

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent a pupil from doing, or continuing to do, any of the following (1) committing an offence, (2) causing personal injury to any person (including the child themselves), (3) causing serious damage to property of any person (including the child themselves), (4) prejudicing the maintenance of good order and discipline at the School or (5) in what would reasonably be regarded as exceptional circumstances. Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in these specific circumstances.

The Education and Inspections Act 2006 enables school staff to use "*such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do*" any of the actions which could endanger them or others including those listed above.

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

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

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

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies.

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

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

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

Corporal punishment of pupils is strictly prohibited

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

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

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

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

Searching Pupils and/or their Possessions

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

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

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen goods;
- Tobacco, cigarettes, or cigarette papers;
- Fireworks;

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

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- Pornography or offensive images (including nudes or semi-nudes of a pupil or another child);
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the School Rules (including electronic devices); and
- Any other prohibited items as permitted by law.

Failure to consent to a search will amount to a Tier 3 offence under this Policy.

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

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

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

Confiscation

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

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

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

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

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

Electronic Devices

Where a search finds an electronic device that is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Examples of where a 'good

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reason' may arise include where the member of staff reasonably suspects that the data or files on the device has been, or could be, used to cause harm, to disrupt teaching or breach the Behaviour Policy. Parental consent to search through electronic devices in these circumstances is not required.

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

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

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

Complaints

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

Unexplained absences

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

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

Involvement with pupils

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

Records

Records are kept of all major behavioural incidents and sanctions. Records are kept in the school office and in the boarding houses to facilitate monitoring and identification of any significant patterns and trends of misbehaviour within the School.

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

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

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

Related Policies

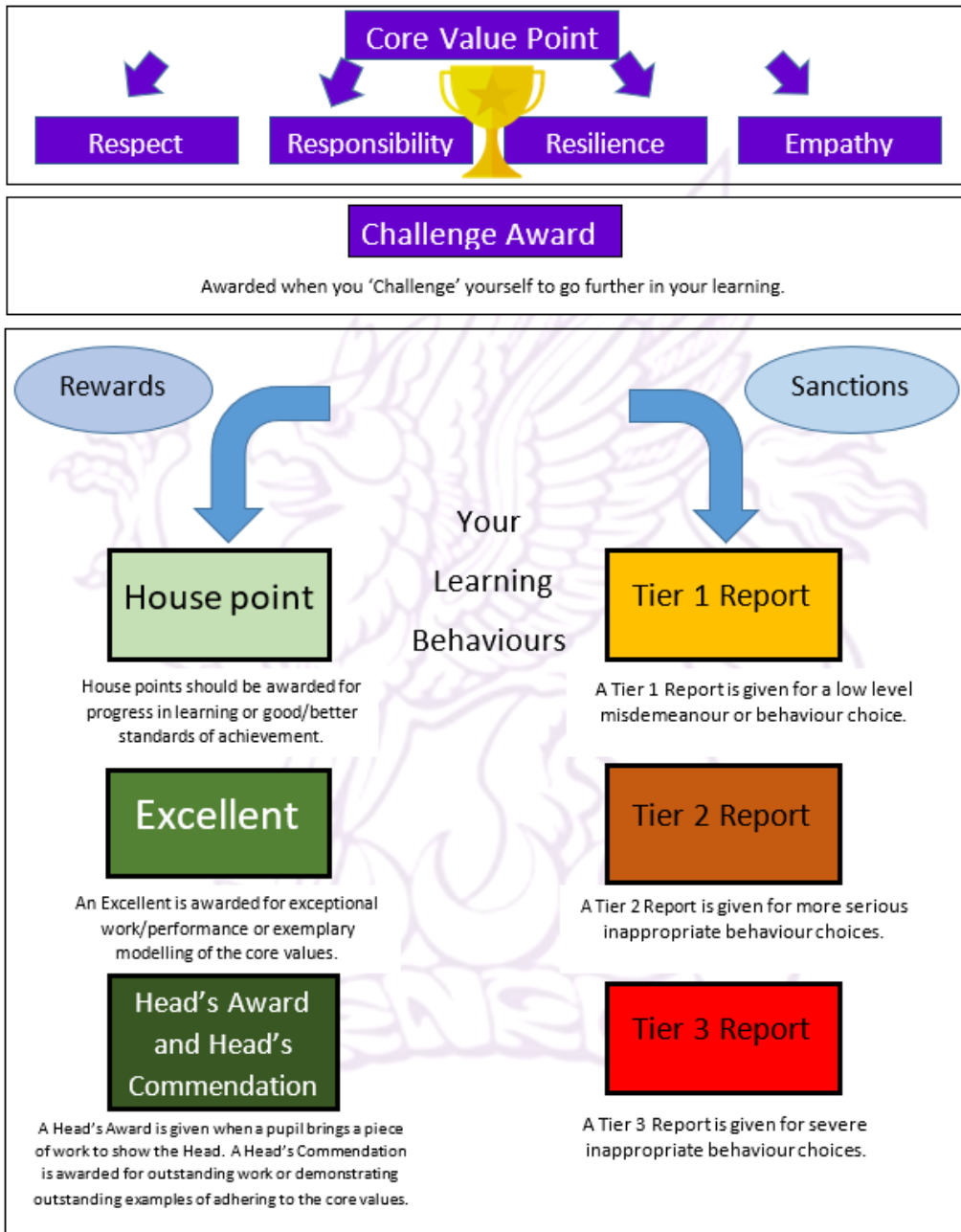
This Policy should be read alongside the following policies:

- Anti-bullying Policy
- ICT & E-Safety Policy
- Complaints Policies
- Relationships Education & Sex Education Policy
- Safeguarding and Child Protection Policy
- SEND Policy and SEND Policy (EYFS)
- Learning & Teaching Policies

APPENDIX 1

Behaviour for Learning

At Wycliffe we try to make positive behaviour choices in and around school. If we consistently make positive choices, we generate good habits. These good habits build a culture of excellence.



APPENDIX 2

Process of Behaviour Management

A Proactive Behaviour Management approach is the first step.

Staff to be on time for lessons/sessions/Games/assemblies, with resources/books prepared as much as possible before the start of a lesson. Unstructured times such as waiting to go on matches/trips/outdoor lessons to all are to be thought through in advance.

Greet pupils as they enter a room, preferably from the door with a task ready to begin on desks/on board.

Routines to be strongly in place. Pupils should know where to put bags, coats and where to collect books, what the expectations are for exercise/textbooks, date, title etc., and how to be ready for the beginning of the lesson without being asked by teachers/coaches. Displaying your expectations in the classroom is advisable. Routines have to be taught and practised. Use the first week of any beginning of term to put this strongly in place.

Positive learning attributes to be clearly visible in the classroom.

Unacceptable behaviour is clearly outlined so that pupils know exactly what is expected of them.

Everyone is entitled to learn – if behaviour of one or more pupils is stopping anyone else learning, teachers/coaches have the authority to ask the pupil to leave the room and report to Director of Pastoral Care, Senior Deputy Head, Deputy Head Academic, Head's office or the go to the Conservatory. This should only happen as a last resort and after the three warnings below and must be communicated to the appropriate members of staff to ensure the safety of the pupil concerned.

Expectations of behaviour to be clear – 1, 2 and 3rd time a sanction. **The term used in isolation 'You are going to receive a Tier 1' is no longer applicable and needs to be followed up with the sanction.** 'This is the third time I have asked you to stop/change this behaviour and so you will see me at the end of the lesson.' At this stage the sanction is given (or later if time is short) and the incident is recorded on isams as a Tier 1, 2 or 3 Record. Dependent on the level and type of behaviour, sanctions may include staying behind at the end of the lesson, going to the catch-up room, writing a letter of apology, detention etc. Please see the 'Managing Behaviour Process' below, and the additional sanctions list document for suggestions of suitable sanctions.

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

Playtimes/Lunchtimes

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

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

- Identifying that there is an issue and speaking to the group of pupils including the individual/group that this is not positive play
- Asking that pupil to stand next to you for 5 mins/10 mins
- Sending the pupil to stand outside the dining room door until the end of break

- Sending the pupil to Reception/Conservatory
- Record on iSAMS as appropriate so that Tutor is aware
- If you notice a pattern inform the pupil's Tutor

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

If there is any form of physical incident send the pupils to the Conservatory (separating the pupils as necessary – e.g. Conservatory and Reception), inform the Director of Pastoral Care, Senior Deputy Head, Deputy Head Academic or Head. Never send pupils back to class who have had any form of physical altercation. In Pre-Prep the incident should be brought to the attention of the Head of Pre-Prep.

Managing Behaviour – Process

Tier 1 Record - Isolated Incident

- Two warnings before a sanction is given
- **Teacher/TA/Coach** enters Tier 1 Record on to iSAMS
- Appropriate Sanction given

Tier 1 Record - Repetition of low-level disruption

If you give the same pupil a sanction which falls under the Tier 1 records in three consecutive lessons/over a short period of time (e.g. 2 or 3 weeks) then:

- **Teacher/TA/Coach** writes an email to the parent or the boarding parent letting them know that you are working with their child as they have been finding it challenging staying on task in your class (for example), that there is no further action as yet, but it is important that they are aware.
- **Teacher/TA/Coach** enters Tier 1 Record on iSAMS
- **Teacher/TA/Coach** inform pupil's **Tutor**
- Meeting held with pupil, **Teacher/TA/Coach** and **Tutor**
- **Teacher/TA/Coach** books pupil in for detention
- The next step is moving to the Tier 2 Record

Tier 2 Record - Continued repetition of low-level disruption

- **Teacher/TA/Coach** informs **Tutor** of continued low-level disruption as above.
- **Tutor** informs parents
- **Tutor** enters Tier 2 Record on iSAMS (approved by **Pastoral Leader**)
- **Tutor** books pupil in for detention
- If no change in behaviour, **Tutor** informs **Pastoral Leader**
- **Pastoral Leader** calls meeting with parents, **Tutor** and pupil. If a Boarder this can take place on Teams. Behaviour Report given to the pupil for 1 week with sign off from staff and parents daily (or house parents). Mentor identified for the Pupil – this could be the Tutor, Pastoral Leader/HoH, a member of SMT or another teacher the pupil has a positive relationship with whom the Tutor checks in with every day and who helps to guide and advise on strategies.
- If no change in behaviour, **Pastoral Leader** explores additional sanctions with **DoPC, Senior Deputy Head, Head** – these may include Restricted Programme/discussion around removal from school events/activities.
- Meeting held with pupil and parents with **Pastoral Leader** and **DoPC** or **Senior Deputy Head**
- If no change in behaviour, options at this stage include - time out for 1 day, detention with **Head**, external behaviour management help, further discussion with **DoPC, Senior Deputy Head, Head** around removal from School event or activities, full Behaviour Report with clear objectives. At this stage finding the positives is ESSENTIAL
- The next step involves a pupil and parent meeting with the **Head** to discuss temporary (fixed term) exclusion and explore other behaviour management options

Tier 2 Record - Isolated Incident

- **Teacher/TA/Coach** informs **Tutor**
- **Teacher/TA/Coach** enters Tier 2 Record on iSAMS
- **Pastoral Leader** authorises the Tier 2 Record and advises **Tutor** on appropriate sanction. If the investigation finds that this is a Tier 3 offence then **Pastoral Leader** involves **Director of Pastoral Care**. Often this level of behaviour will involve an investigation. The **Pastoral Leader** will lead on this along with **Tutor**. If interviews take place this must be factual (non-judgemental or sanction given), recorded and completed by one person.
- **Tutor** books pupil in for detention
- Further sanctions options of writing letters of apology, facilitated talks between pupils etc.
- **Tutor** informs parents, and invites in for meeting if deemed necessary, with Pastoral Leader in attendance as needed

Tier 3 Record - Isolated Incident

- **Teacher/TA/Coach** informs **Tutor** and **Pastoral Leader**
- **Teacher/TA/Coach** enters Tier 3 Record on iSAMS
- **Pastoral Leader** investigates the incident. If the investigation finds that this is a Tier 3 offence then **Pastoral Leader** involves **Director of Pastoral Care** and authorises the Tier 3 Record. The **Pastoral Leader** will lead on this along with the **DoPC**. If interviews take place this must be factual (non-judgemental or sanction given), recorded and completed by one person.
- The **DoPC** involves the **Senior Deputy Head** if required.
- The **Pastoral Leader** books pupil in for detention
- Further sanctions options of writing letters of apology facilitated talks between pupils, and dependent on the severity of the incident, the use of a Restricted Programme, Behaviour Report, discussion around removal from school events/activities and temporary (fixed term) exclusion may be explored.
- **Pastoral Leader** informs parents, and invites is for meeting if required, with **DoPC** or **Senior Deputy Head** in attendance as needed

Behaviours Immediately involving the Head/Senior Deputy Head

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

Behaviour Offences

<p>Tier 1 Report Offences <i>This list is indicative (non-exhaustive).</i></p>	<p><i>In Lessons</i></p> <ul style="list-style-type: none"> • late for lesson more than three times (having ascertained the reason for lateness) • arriving at lessons without the required equipment for at least three lessons • off task • interrupting or calling out • ignoring instructions • throwing items during a classroom • chewing or eating during lessons • Any behaviour which disturbs the learning of others • making silly noises during lessons • not completing sufficient work during a lesson in relation to individual ability • failing to show respect for school staff, classmates and/or the classroom • demonstrating a deliberate lack of empathy for others in the classroom • failing to do preparation before class (without valid reason) • not completing preparation to a satisfactory standard in relation to ability <p><i>In Tutor Time</i></p> <ul style="list-style-type: none"> • leaving lockers untidy • forgetting reading material for tutor time • failing to show respect for the tutor, classmates and/or the classroom • demonstrating a deliberate lack of empathy for others <p><i>Around the School</i></p> <ul style="list-style-type: none"> • dropping litter • leaving belongings in the wrong place • running in parts of the school where walking is required for safety reasons • talking in assembly • demonstrating a deliberate lack of empathy for others • failing to wear uniform or sports kit correctly, for example: • shirt untucked after warnings • top button undone after warnings • wearing non-regulation earrings after warnings • wearing non-regulation hair band, bobbles etc. after warnings • wearing school socks for games/PE lessons • wearing trainers without permission
<p>Tier 2 Report Offences <i>This list is indicative (non-exhaustive).</i></p>	<ul style="list-style-type: none"> • Persistent incidents of all Tier 1 Reports with the same teacher • Rudeness to any member of staff (including answering back) • Inappropriate remarks to other pupils • Questioning the authority of the adult in charge • Going out of bounds • Breaches of specific classroom behaviours, e.g. Science, IT, Games and Art • Inappropriate use of physical force when handling a social situation

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<p>Tier 3 Report offences <i>This list is indicative (non-exhaustive).</i></p>	<ul style="list-style-type: none"> • Verbal or physical unkindness <ul style="list-style-type: none"> ○ Harmful or offensive name calling of other pupils ○ Using an inappropriate level of physical or emotional coercion of other pupils ○ Any form of bullying or racial or other forms of discrimination • Using foul and/or abusive language or behaviour • Persistent disobedience • Significant rudeness to an adult or where clear instructions are not followed to the danger of self, staff or others. • Breaking the core School Rules • Behaving inappropriately when representing the School • Damaging school property or another pupil’s property • Lying
<p>Head’s and Senior Deputy Head Involvement <i>This list is indicative (non-exhaustive).</i></p>	<ul style="list-style-type: none"> • Persistent disruptive behaviour • Peer on peer abuse including online • Bullying including cyber bullying • Physical assault/threatening behaviour • Fighting • Sexual harassment • Racist or sexist abuse or other forms of discrimination • Drug abuse • Alcohol abuse • Theft • Sexual misconduct including sexting and sharing nudes or semi nudes • Damage to property • Contravention of the School’s E-Safety Policy, ICT or Acceptable Use Policy • Contravention of a Behaviour Contract • Behaviour which brings the School into disrepute • Behaviour which in the Head’s reasonable opinion leads them to believe that removal of the pupil from the School is in the best interest of the School or of the pupil • Malicious or deliberately invented allegations of abuse against a member of staff or pupil.