



## KEW COLLEGE PREP

### Good Behaviour, Discipline and Sanctions including Exclusion Policy

This policy applies to the whole school including the EYFS

This policy is published on the Kew College Prep website and is also available to parents from the School office upon request.

This policy is written with due regard to the following:

***DfE non-statutory advice 'Behaviour and Discipline in Schools' September 2015***

***The Equality Act 2010***

***SEND Code of Practice 0-25 yrs, January 2015***

***DfE Use of reasonable, advice for Headteachers, staff and governing bodies, July 2013***

***School Standards and Framework Act 1998***

See also the School's policies as follows:

***Anti-Bullying Policy, Anti-Cyber Bullying Policy, Complaints Policy, English as an Additional Language (EAL) Policy, Internet and Online Safety Policy, Kew College Prep Terms and Conditions, Safeguarding and Child Protection Policy, Special Educational Needs including Children with Learning Difficulties and/or Disabilities Policy, Staff Code of Conduct***

#### **Definitions or abbreviations used in this policy**

**EYFS:** Early Years Foundation Stage

**IEP:** Individual Education Plan

**LEC:** Learning Enrichment Coordinator

**PSHEE:** Personal, Social, Health and Economic Education

**SLT:** Senior Leadership Team

## **1. INTRODUCTION**

We are a caring community, whose values are built on mutual trust and respect for all. The School's policy on ***Good Behaviour and Discipline*** is therefore designed to support the way in which all members of the school can live and work together in a supportive way. Everyone has a right to feel secure and to be treated with respect at Kew College Prep, particularly the vulnerable. Harassment and bullying will not be tolerated. Our ***Anti-Bullying Policy*** and ***Anti-Cyber Bullying Policy*** are available from the School Office and on the website, and a reference to this is included in the Parent Handbook. The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, religion, sexual orientation or disability.

We acknowledge our duties under the Equality Act 2010, including issues relating to pupils with special educational needs and disabilities. We strive to give these children the very best we can offer to ensure their needs are met. We understand that in applying this

policy, considerations may be made of individual pupils, in particular, when dealing with some children with special educational need or disabilities.

The school will give consideration to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the School will follow its policy on safeguarding. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs and will decide whether a multi-agency assessment is necessary.

## 2. AIMS

**The aims of our policy are:**

- To ensure that every member of the Kew College Prep community feels valued and respected, and that each person is treated fairly and well.
- To foster a caring, friendly, family atmosphere, in which teaching, and learning can take place in a safe and happy and secure environment.
- To develop high expectations of behaviour which are supported and recognised by the whole school community and in the best interests of the whole community.
- To promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To foster responsibility, good manners, self-discipline, respect, tolerance, empathy and an awareness of right and wrong in children.
- To encourage children to understand that they can affect change (for the better) in their own behaviour.

## 3. CODE OF CONDUCT

The Kew College Prep community of Governors, staff, parents and pupils adhere to an established routine and code of conduct which sets out in general terms how we expect our pupils to behave. (*See Appendix 1*)

We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. If, at any time, a pupil is found to have made malicious accusations against a member of staff, full disciplinary action will be activated.

All members of Kew College Prep staff are aware of the regulations regarding the use of force by teachers. Teachers in Kew College Prep do not use physical force. Staff only intervene physically to restrain children if a child is in danger of hurting him/herself, others or committing damage to property. If a child needs to be restrained, parents are informed immediately. The actions that we take are in line with government guidelines on the restraint of children. Key staff are trained in Safer Child Restraint.

***Corporal punishment is not used, nor is it threatened at Kew College Prep.***

### 3.1. THE ROLE OF THE HEAD

It is the responsibility of the Head, under the *School Standards and Framework Act 1998*, to implement the *Policy on Good Behaviour, Discipline and Sanctions including Exclusion* consistently throughout the school, and to report to governors, when requested, on the effectiveness of the Policy.

The Head supports the staff in implementing the Policy, by setting the standards of discipline.

The Head keeps historic records of all reported serious incidents of misbehaviour. New records are kept in the school's Management Information System. These records will be kept securely for until the child leaves the School + 2 years, unless either there is a concern over a) pattern of behaviour and/or b) safeguarding, in which case the form will be retained on the Pupil File and will be available to parents/carers on request.

### 3.2. THE ROLE OF THE CLASS TEACHER

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lessons and moving around the school. Appropriate limits should be set for children and maintained consistently by all staff members. Children need structure within which they can be free to express themselves and develop as individuals.

Class teachers at Kew College Prep have high expectations of our children, and they strive to foster pupil's self-motivation and encourage them to think and learn for themselves.

Class teachers treat each child fairly and enforce the classroom code consistently. Our teachers treat all children in their classes with respect and understanding and are expected to model behaviour that they would expect from children. Teachers should challenge poor behaviour with questioning that makes the child reflect and gives them the opportunity to modify behaviour without being told to.

Class teachers report to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Class teachers liaise with external agencies, as necessary, to support and guide the progress of each child. A class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service. The Learning Enrichment Department may be involved at this stage.

### 3.3. THE ROLE OF PARENTS

The school collaborates with parents, so that children receive consistent messages about the school's required standard of behaviour.

We explain the School Rules and Behaviour System in the Parents' Handbook, and we expect parents to read them and support us in this matter – this forms part of the Kew College Prep Terms and Conditions.

If the School has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Head or the Head. If these discussions cannot resolve the problem, a formal Complaint can be implemented, and the Governors informed (see ***Complaints Policy***).

### 3.4. THE ROLE OF GOVERNORS

The Head has the responsibility of setting down these general guidelines on standards of discipline and exclusion and the day-to-day authority to implement the School's policy on discipline and exclusion.

The governors support the Head in adhering to these guidelines and may give advice about particular disciplinary issues from time to time. It is the responsibility of the governors to review the effectiveness of the ***Policy on Good Behaviour, Discipline and Sanctions including Exclusions*** through questioning of the Head and her team.

## 4. REWARDS & SANCTIONS FOR BREACHES OF DISCIPLINE

At Kew College Prep, we encourage the establishment of good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

### 4.1. REWARDS

Verbal praise and written praise in the classroom for good work and good or improved behaviour across the whole school.

From Reception upwards, our general system of rewards include:

- House Points are used from Reception upwards for:
  - Excellent effort during a lesson
  - Excellent effort on a specific piece of work
  - Exceptional behaviour that sets an example
  - Helping other pupils with their learning
  - Contribution within the school community

- Caring for others
- Caring for the environment
- House Point certificates that celebrate milestone levels of House Points.
- We acknowledge in assemblies the achievements of our pupils from inside and from outside school activities such as sports, dance and music.

#### **4.1.1. Specific rewards in EYFS (Nursery & Reception)**

In our Nursery the pupils are encouraged to make good choices by modelling positive behaviour, recognising and acknowledging feelings of others, providing strategies to solve problems, offering choices and providing time to discuss behaviour and feelings. Nursery have a class 'Moon and World' on which pupils can move up and down depending on their behaviour. If a child reaches the 'Moon', they are rewarded with a sticker.

In the Autumn term, Reception also employs 'Reach for the Stars' visual behaviour management system. The children begin on the earth and as a reward for good behaviour/achievements moves up to the Moon and finally the Stars. At Kew College Prep we use positive praise and encourage the children to make good choices at school.

From the Spring term, Reception move onto the house point system, alongside the rest of the school. They are rewarded with house points for completing activities, trying their best, being a kind friend and anything else that celebrates positive choices that they make.

'Lining up stars' are used as to reward one class that lines up straight and silently at the end of playtimes. The class with the most 'lining up stars' at the end of the week gets an extra 5 minutes of playtime on a Friday lunchtime.

#### **4.1.2. Specific rewards in Infant House (Year 1 and Year 2)**

Specific rewards for our Infant House pupils include:

- Teacher's awards are presented in assembly. The children receive a sticker and a certificate.
- Head of Infants Commendations are awards for extra special achievements, presented during assemblies.
- Extra-curricular achievements are acknowledged in assembly, awarding any cups, medals and certificates.
- Good listening and behaviour are rewarded with stickers.
- House Points
- As well as Reception, Infant House are also awarded 'lining up stars' which are used to reward one class that lines up straight and silently at the end of playtimes.

### 4.1.3. Specific rewards in Junior House (Year 3 to Year 6)

Specific rewards for our Junior House pupils include:

- Head's Commendations Certificates to acknowledge outstanding achievements, which are awarded in assembly and acknowledged on the website.
- Extra-curricular achievements are acknowledged with cups, medals and certificates in assembly.

## 4.2. SANCTIONS

Due to the age range of the children here at Kew College Prep, we employ different sanction systems most appropriate to the children's development to ensure sanctions are a constructive and valuable learning experience.

### 4.2.1. Specific sanctions in EYFS (Nursery & Reception)

In Nursery, to manage challenging behaviour, clear and consistent boundaries are set, and time is given for pupils to reflect on their actions. Parents and carers are informed of any notable behaviour on an individual basis, and in accordance with their own development.

In Reception, if children do not make good choices, the staff will discuss this privately with the child, using effective questioning and reflecting upon the 'Classroom Promises' that the class made together at the start of the year.

If a child shows repetitive poor behaviour and does not make the 'right choice', teachers use their behaviour management and effective questioning skills verbally. However, if the child continues, they may have 'Thinking Time'. The child has an opportunity to reflect on what has happened in a calmer environment. Depending on the child's needs and age they are given a timer to monitor their 'Thinking Time' and when it has finished, they discuss what they have reflected upon with the adult dealing with the incident and where to go forward. It is then recorded on SchoolBase and if appropriate, parents are informed. If the repeated poor behaviour does not improve, then a meeting is scheduled with the parents/carers to address these behaviours and an escalation of sanctions may be employed (see **section 4.2.4**).

Reports are sent out each term and are worded in a constructive manner suggesting ways forward and targets for improvement. These may include behavioural targets.

#### 4.2.2. Specific sanctions in Infant House (Year 1 and Year 2) and Junior House (Year 3 to Year 6)

From Year 1 upwards, Kew College Prep employs a system of yellow and red cards to enforce the **School Rules** and '**The Kew College Prep Way**' (see **Appendix 1**) and to promote a safe and positive learning environment. The cards are not required to be physical cards but are referenced as such so that children understand the relative seriousness of a sanction. We employ each sanction appropriately to each individual situation. The teacher is responsible in the first instance for dealing with minor infringements or misdemeanours. Repeated infringements are dealt with by the Class Teacher, Head of Area or Deputy Head and the Head of Pastoral Care will be involved if needed.

The children in KS1 are taught mainly by their class teacher, whereas KS2 have more specialist teachers. There is a consistent and agreed policy for behaviour which all staff in KS1 and KS2 follow. The '**Kew College Prep Way**' is displayed on the wall of each classroom for the children to see. These rules are reinforced regularly by the class teacher and by all teachers. Pupils are encouraged to follow the rules and to help their peers remember them.

Not following the '**Kew College Prep Way**' or the **School Rules** is classified as low-level misbehaviour and would initially receive a warning from the teacher.

In line with Reception, if a child shows repetitive poor behaviour and does not make the 'right choice', teachers use their behaviour management and effective questioning skills, verbally. The child may be removed from the situation/incident area and have an opportunity for 'Thinking Time' to reflect on what has happened in a calm environment.

If the poor behaviour continues, or a serious isolated incident occurs, the child may receive a yellow card. If a yellow card is awarded, parents will be informed by the class teacher via a phone call that same day. A follow-up email will be sent to parents with a summary of what was discussed during the phone call.

If a pupil with a yellow card continues to demonstrate poor behaviour, a red card may be issued. This will be deemed defiance and the parents will be informed via a phone call home by the Head of Area. The same process must be followed as above. Examples of high-level misbehaviour are (but not exclusively) dangerous or potentially dangerous or violent behaviour. If a serious offence is observed, the pupil will be isolated by a member of the Senior Leadership Team and parents will be immediately called. The Head will manage any and all subsequent processes.

Multiple yellow or red cards issued over a period of time may result in a child having a separate behaviour plan or report with targets. This will be in discussion with parents via the Head of Area. If the repeated poor behaviour does not improve, then a meeting with the Head will be scheduled with the parents/carers to discuss next steps. An escalation of

sanctions may be employed (see **section 4.2.4**).

A record of warnings, yellow and red cards and any serious disciplinary offences is kept on SchoolBase. Head of Areas and the Deputy Head should monitor behaviour throughout the school. Historic records are kept in the Head's office.

#### **4.2.3. Specific sanctions in Junior House (Year 3 to Year 6)**

A child in the Junior House who shows continual low-level poor behaviour may be issued an **Off Break** where they are required to spend part of their play break in another classroom. Isolated incidents may also warrant an Off Break as appropriate. The parents will be sent a short notification about the Off Break via email. Children who serve an Off Break will be required to complete a standard reflection task, or a specific task set by the teacher, as appropriate.

Off Breaks will also be given to pupils who have received a yellow or red card. Normal Off Break sessions are 10 minutes. Off Breaks for red cards are for 20 minutes.

If the repeated poor behaviour does not improve, then a meeting with the Head will be scheduled with the parents/carers to discuss next steps. An escalation of sanctions may be employed (see **section 4.2.4**).

#### **4.2.4. Sanction escalation across the school (Nursery to Year 6)**

If a child displays continuous challenging behaviour, the following subsequent actions will be considered:

- Parents are alerted to problematic behaviour and different strategies are discussed to ensure the expectation between home and school is consistent.
- The teacher may use a personalised, age-appropriate behaviour monitoring system. For example, a sticker chart for good choices in Reception, or a behaviour report in Infant and Junior House.
- The child may be put on a Behaviour Alert Form at which point the class teacher should confer with the Learning Support Coordinator and Head of Pastoral Care
- Additional parental involvement including in-person meetings with the Head of Area to discuss next steps forward.
- IEP or alternative Behaviour Action Plan put in place to monitor, record and review the child's behaviour.
- A referral may be recommended to an outside consultant organisation/ individual.

#### **4.3. Breaches of Discipline that could merit exclusion**

Issues which result in a serious breach of rules are dealt with by the Head and may result in temporary or permanent exclusion.



The following is a non-exhaustive list of the sorts of behaviour that could merit exclusion from Kew College Prep:

- Disruptive behaviour that renders teaching impossible
- Serious and persistent racial abuse
- Serious and malicious damage to property
- Repeated instances of theft
- Persistent disruptive and violent behaviour
- Persistent, inappropriate and aggressive parental behaviour
- In some extreme circumstances, behaviour outside school could merit exclusion. E.g. If at any time, a pupil is found to have made unsubstantiated, malicious accusations against a member of staff.

In addition to the above list are the following breaches of discipline which come under the jurisdiction of our Safeguarding Policy:

- Serious physical assault against pupils or adults
- Serious verbal abuse/threatening behaviour against pupils or adults
- Unresolved cases of persistent bullying including cyber bullying
- Serious sexual misconduct
- Drug/alcohol misuse

Expulsion is reserved for the most serious breaches and the Head shall act with procedural fairness in all cases. The Head's decision to expel shall be subject to a Governors' Review if requested by the Parents. See ***Kew College Prep Terms and Conditions*** for further details.

This policy will be reviewed by the governing body every 3 years or earlier if it is considered necessary.

<b>Reviewed by:</b>	<b>Approved by:</b>	<b>Updated by:</b>
The Education and Welfare Committee	Name: Jane Bond	Name: Christine Chui
	Title: Head	Title: Deputy Head
Date: 17 Nov 2021	Date: 13 Sep 2023	Date: 13 Sep 2023



## Appendix 1

# KEW COLLEGE PREP

## School and Pupil Rules

### SCHOOL RULES

We believe in keeping rules to a minimum but ensuring that the few that we have are adhered to. The School is grateful for parental support in upholding our rules.

1. Be kind, courteous, helpful and respectful
2. Work hard, be organised, and be a team player
3. Wear the school uniform with pride
4. Seek permission to leave the classroom, playground or school premises
5. Walk quietly in the corridors, observe silence on the stairs and during Sedum transfer
6. Observe the School's internet and online safety policies and procedures

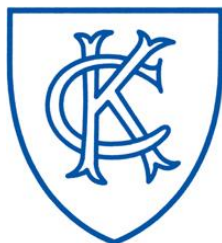
### PUPILS' OWN RULES

#### - The Kew College Prep Way -

The pupils, through the School Council, have created their own set of rules. These have been ratified by the SLT and are as follows:

#### Be Kind:

<b>To our environment:</b>	Recycle, pick up litter
<b>To our school:</b>	Tidy up, be courteous to our staff
<b>To each other:</b>	Make friends, support and respect each other
<b>To yourself:</b>	Try your best, be proud



## Appendix 2

# KEW COLLEGE PREP REASONABLE FORCE AND RESTRAINT

This appendix applies to the whole school including the EYFS

This appendix is published on the Kew College Prep website and is available to parents from the School Office upon request. This appendix is updated annually and will be updated whenever needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

Kew College Prep fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. Section 93 of the Education and Inspections Act 2006 enables School staff to use reasonable force in certain circumstances. Care and consideration will be given to the age of the child when following the guidance in this appendix. This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. This appendix has been written using advice taken from Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies DfE 2013. The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015.

### 1. Purpose and Overview

- (i) In line with the DfE Advice on the Use of Reasonable Force 2013, all members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- (ii) Reasonable force' covers a broad range of actions, used by most teachers at some point in their career, which involve a degree of physical contact with pupils.
- (iii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iv) On rare occasions it may be appropriate for staff to intervene physically with or between pupils. This would be as a last resort and be deemed necessary to keep the child from harming themselves, others or serious damage to property.

### 2. Advice for Staff

Before using force, staff should use a range of strategies to prevent an issue. Endeavouring to engage the pupil in a calm and measured tone, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour. This could be done in the following ways:

- a) Acknowledging any feelings the child may be having. Explain to the pupil you are there to help and listen.
- b) Moving away from the child's physical space and not following them. This could provoke a fight or flight reaction. Keep a safe distance.
- c) Speaking in a lower and slower tone to try and defuse the situation
- d) Removing other children and objects from around the child

### 3. Use of physical restraint

Physical restraint should only be used where staff believe that the child is at risk of placing themselves or others in immediate danger OR there is a risk of significant damage to property. It should be used as a way to remove a child from a situation so they are safe and can become calmer, regaining self-control.

When physical restraint becomes necessary:

Do	Don't
Tell the pupil what you are doing and why you are doing it	Involve other pupils
Involve another staff member if possible	Twist or force limbs
Hold limbs above a major joint if possible e.g. above the elbow	Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
Use minimum force	

### 4. Actions after the restraint

You should inform the DSL and the Head of the incident as soon as possible and you should record your actions on Daybook in school base under Reasonable Force.

The information should be clear and factual. Where possible detail the following:

- a) de-escalation techniques used
- b) why reasonable force was used
- c) a description of the restraints used, including the appropriate time span
- d) why the restraint ended
- e) if the child suffered any injuries as a result
- f) if any staff members suffered any injuries as a result

The staff member should also consult with their relevant Head of Area or member of SLT before reporting to the parent by the end of the day to inform why the use of reasonable force was needed. This should always be in consultation with the Head and the DSL.

An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behaviour plan. The class teacher should also consider potential risks to minimise the need for restraint moving forwards.