



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 Restrictive Interventions, including the use of reasonable force in schools 2026

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, Restrictive Intervention Policy, 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

PSHE: 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 information 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 Head of Area. If these discussions cannot resolve the problem, the Deputy Head or Head should be contacted. If the issue is still not resolved, 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 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.
- “Linus the Bear” is used to encourage straight and sensible lining up at the end of playtimes. Class rewards for being awarded “Linus” the most within a week includes extra play, or extra session on the climbing frame.

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.

At Kew College Prep we use positive praise and encourage the children to make good choices at school. Children are given plenty of verbal positive praise as well as ‘cheers’ (for example, encouraging children to give themselves a pat on the back).

Our subject specialist teachers have additional means of praising the children’s hard work and sometimes give out subject specific rewards such as certificates or stickers.

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.

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
- Comments to parents about good behaviour may be made verbally at the end of the day.

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 particular 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 they are a constructive and valuable learning experience.

4.2.1. Specific sanctions in EYFS (Nursery and Reception)

In the Early Years, low level incidents are managed through consistent routines, clear expectations, and positive reinforcement. Staff model appropriate behaviour and use simple, age-appropriate language to remind children of rules and boundaries. Gentle redirection is used to guide children towards more appropriate activities or responses, while praise is given to reinforce positive choices. When needed, minor issues are addressed calmly and promptly to prevent escalation, often through distraction, discussion, or brief time away from the activity.

For more serious incidents such as hitting, kicking, biting, repeated physical or verbal aggression towards others, EYFS children may have to sit out for a period of time. This is called '**Thinking Time**'. This thinking time happens immediately after the incident has happened and will be no longer than the child's age (e.g. 3 minutes in Nursery, 4 minutes in Reception). The following steps will then be followed:

- The child will be clearly and calmly told why they have been given thinking time (e.g. 'You have kicked your friend and hurt them, now you will have some thinking time').
- They will sit on a chair in a calm area of the classroom where they can still see friends and teachers and be given a timer.
- 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 (Years 1 and 2)

In the Infant House, we enforce the school rules and to promote a safe and positive learning environment. On occasion, pupils may forget how to behave appropriately and may be

inconsiderate towards others. In the majority of cases, a firm reminder will be sufficient to prevent it from happening again.

If two warnings are given and behaviour has still not improved, the pupils will be given **thinking time** which is time to reflect on their behaviour with a view to making a better choice in future. At this stage, the pupils will be reminded that the next stage will have a consequence.

If the behaviour continues, or there has been a serious isolated incident, an **Off Break** may be given (see **section 4.2.4**).

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 and have been issued 2 warnings may be issued an **Off Break** (see **section 4.2.4**). If a pupil receives more than three Off Breaks within a term, the fourth Off-Break will be conducted as an **after-school detention**. The date of the detention will be agreed with parents, and the detention will be supervised by a member of the Senior Leadership Team. During this detention, the pupil will complete a reflection task to acknowledge the seriousness of their behaviour, understand its impact, and identify steps for improvement.

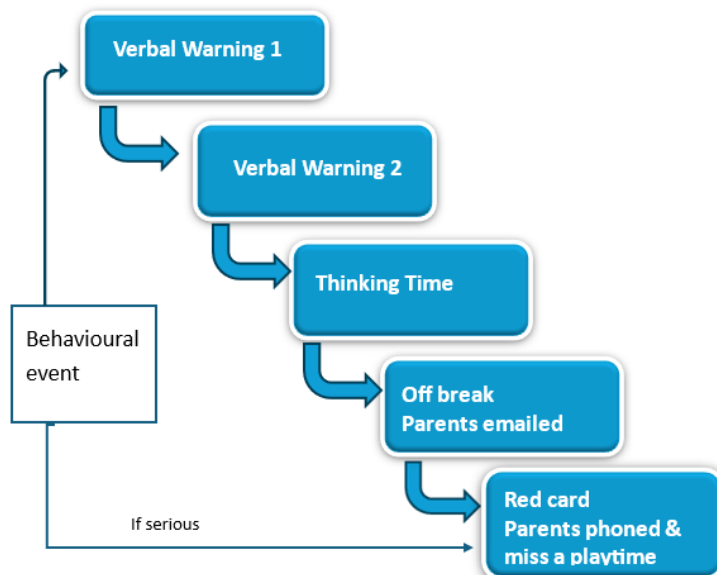
4.2.4. Off Breaks and red cards (Year 1 to Year 6)

If an **Off Break** has been given, the pupil will be 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.

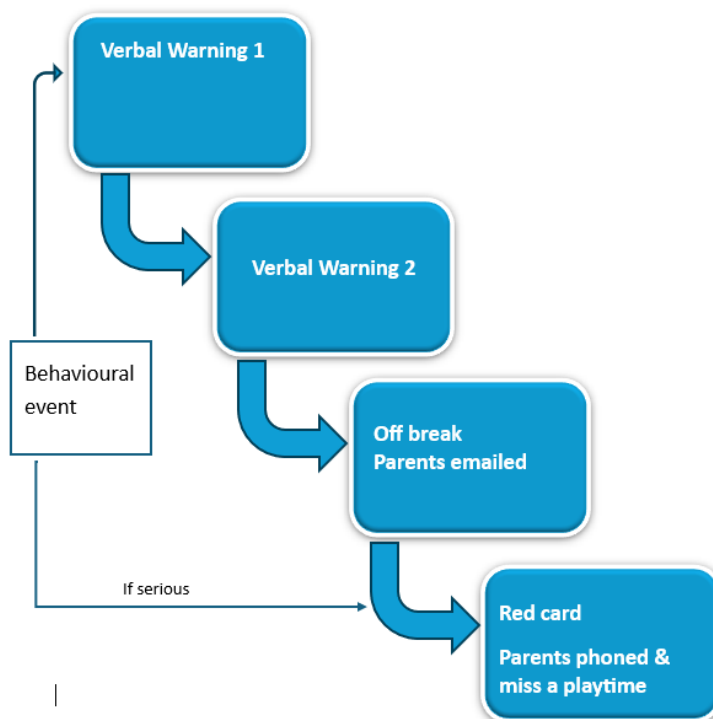
Off Break sessions are 5 minutes for Infant House pupils and 10 minutes for Junior House pupils.

If misbehaviour continues, a **red card** can be issued. A red card can also be issued as a separate sanction where a serious isolated incident occurs (e.g. physically harming another child). Parents will be informed via a phone call home from the Head of Area. A pupil who receives a red card will miss 20 minutes of their lunchtime play.

If the repeated poor behaviour does not improve, then a meeting with the Deputy Head or Head will be scheduled with the parents/carers to discuss next steps. An escalation of sanctions may be employed (see **section 4.2.5**).



Sanction escalation procedure in Infant House



Sanction escalation procedure in Junior House

4.2.5. 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.
- Additional parental involvement including in-person meetings with the Head of Area to discuss next steps forward.
- A Behaviour Report may be put in place to monitor, record and review the child's behaviour.
- A referral may be recommended to an outside consultant organisation/ individual.

All sanctions are monitored by Heads of Area and SLT.

After school detentions will be supervised by SLT.

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 and would prompt the school's safeguarding procedures:

- 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.

Reviewed by: The Education and Welfare Committee Date: 17 Nov 2021	Approved by: Title: Head Date: 9 January 2026	Updated by: Title: Deputy Head Date: 9 January 2026
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This policy will be reviewed by the governing body every 3 years or earlier if it is considered necessary.



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.

Our School Rules are encapsulated by these three values:

Be Kind

- We use kind words
- We are respectful and helpful
- We solve problems with our friends

Stay Safe

- We listen to adults in class and on the playground
- We ask permission to leave class or the playground
- We walk safely around the school
- We use equipment and computers safely

Work Hard

- We participate in lessons and try our best
- We keep our classroom and equipment tidy
- We wear our school uniform smartly and with pride