



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.

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.

Our school bear, Linus, is used to reward one class that lines up straight and silently at the end of playtimes and lunchtimes. The class who has had 'Linus' the most at the end of the week, is allowed to have an extra session on the climbing frame on Friday lunchtime play.

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 'Linus the Bear' which is used to reward one class that lines up straight and silently at the end of playtimes.
- 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.
- Linus, our school bear, who is used to reward one class that lines up straight and silently at the end of playtimes and lunchtimes. The class who has had 'Linus' the most at the end of the half-term, is allowed to have an extra session on the last day of term.

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.

We also use 'Restorative Justice'. Restorative justice is a way of resolving conflicts between children. We use four prompts for children to ascertain what has happened, reflect on how this made each child feel, and form a solution moving forward. The questions are as follows:

1. What happened?
2. How were you feeling?
3. Who was hurt?
4. How can we repair the damage? How can we make things right?

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 to sit out for a period of time ('Thinking Time'). Thinking time will take place at an appropriate time of day, including play time and lunch 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

Specific sanctions in KS1:

At Kew College Prep we enforce the school rules and 'The Kew College Way' (see Appendix 1) to promote a safe and positive learning environment. On occasion, the pupils may forget how to behave appropriately and be inconsiderate towards others. In the majority of cases, a firm reminder will be sufficient to prevent it from happening again. Sometimes, however, this may not be enough and therefore it may be necessary to:

- Have thinking time in a calm and quiet environment to reflect on their behaviour.
- Discuss the incident with all parties (Restorative justice as in EYFS) and reprimand individuals as necessary.
- Separate pupils within the class or playground.
- Separate a pupil from the class and refer him/her to the Head of Infants.
- Time out - loss of 5 minutes of playtime.
- Contact parents to inform them of the incident and discuss ways of working together to improve the pupil's behaviour.
- Set up a behaviour plan.

Procedure for dealing with continued unacceptable behaviour:

- If two warnings are given and behaviour has still not improved, the pupils will be given **thinking time**, time to reflect on their behaviour, with a view to making a better choice. At this stage, the pupils will be reminded that the next stage will have a consequence.
- If behaviour does not improve, pupils will be given **time out**, which will mean they will miss five minutes of playtime or if the incident happens at the end of the day, the pupils will be given time out in a calm and quiet environment or withdrawn from a class activity. Parents will be informed on the same day, via a phone call from the class teacher and the Head of Infants will be made aware.

- If a pupil continues to demonstrate poor behaviour or a serious, isolated injury occurs (e.g. biting), a **red card** will be issued. Parents will be informed via a phone call home from the class teacher or Head of Infants. The child will miss a playtime.
- A prolonged period of poor behaviour may result in a child having a separate behaviour plan or a report with targets. If the repeated poor behaviour does not improve, then a meeting with the Head will be scheduled with the parents, to discuss next steps.
- A record of red cards is kept on Schoolbase.
- Information regarding pupils' needs is discussed in weekly staff meetings or in area meetings, to ensure continuity of approach from all staff working with the pupils concerned. Specialist teaching staff will be kept aware of specific strategies being used.

4.2.2. 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 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**).

4.2.3. 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.

Reviewed by:	Approved by:	Updated by:
The Education and Welfare Committee	Name: Jane Bond Title: Head	Name: Christine Chui Title: Deputy Head
Date: 17 Nov 2021	Date: 26 April 2024	Date: 26 April 2024

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.

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

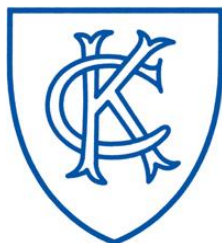
PUPILS' OWN RULES

- 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:

To our environment:	Recycle, pick up litter
To our school:	Tidy up, be courteous to our staff
To each other:	Make friends, support and respect each other
To yourself:	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.