



SHREWSBURY HOUSE  
PRE-PREPARATORY SCHOOL

# **Behaviour Management Policy**

## Introduction

This policy is applicable to all pupils, including those in the Early Years Foundation Stage. It should be read in conjunction with the Early Years Foundation Stage Policy.

The School is committed to being a safe learning environment for all members of the extended school community. Each child is entitled to feel valued and respected, secure and able to take full advantage of the learning opportunities presented every day. The School has referred to 'Behaviour and Discipline in Schools' (January 2016) and is aware of its duties under the Equality Act 2010, including safeguarding and issues related to pupils with special educational needs/disabilities.

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Anti-bullying Policy
- Health & Safety Policy
- SEND Policy
- PSHE Policy

In order for children to achieve their best, it is vital that they understand how to behave, play and learn together in a considerate manner. To achieve this, we believe it is important that children, staff and parents value good behaviour. We focus on instilling our core values of Teamwork, Resilience, Aspiration, Care and Kindness across all areas of school life. Children learn best when they are in a safe and supportive community, when they are clear about what they are supposed to do and they are continually and consistently encouraged to do it.

This policy seeks to enable teachers to focus on the teaching and learning taking place within the School and develop a learning environment free from disruptions and that encourages and recognises effort, success, improvement and on-task behaviour. All strategies involving rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. The person responsible for behaviour management in the EYFS is Mrs Davies-Duddy, Head of EYFS. The person responsible for behaviour management in Key Stage One is Mrs Juliette Stanton.

All staff aim to:

- be positive role-models, encouraging our values of Teamwork, Respect, Aspiration, Care and Kindness
- develop the ability of children to respect, understand and accept the needs and feelings of themselves and others;
- develop and foster an innate sense of self-esteem and self-discipline within our pupils;
- encourage children to make sound choices about their behaviour;
- encourage pupils to take responsibility for their own actions and realise that actions have consequences;
- establish and maintain a high standard of behaviour and good citizenship;
- assist each other in developing effective strategies and for dealing with pupil behaviour;
- work in unison with parents/carers and other agencies if necessary, to establish and maintain consistent behavioural guidelines;
- develop respect and pride in the School and the property within it;
- make experiences for children and staff as enjoyable and positive as possible;

- encourage the use of behaviours that will lead to a happy and safe school;
- raise staff awareness through training so that the principles of the school policy are understood and responsibilities are known;
- provide a support system for all pupils including those with special educational needs/disabilities.

## **Behaviour**

Children should:

- learn what good behaviour is;
- know the difference between right and wrong 'choices';
- be honest at all times;
- be prepared to take responsibility for their actions;
- be polite, show care and consideration towards each other and to all adults at all times;
- learn to value friendship;
- develop self-confidence, compassion and self-esteem;
- be prepared to look after their own belongings and the belongings of others e.g. uniform, etc, which they bring into school;
- walk sensibly inside the school building;
- wear the correct school uniform;
- arrive in good time for the start of school and be ready for registration, lessons and other school activities.

## **Parents and Other Care Givers**

We believe the children will prosper when there is a strong school-home partnership. Parents are actively encouraged to be involved in the school through a variety of initiatives, including:

- Link Books;
- SPPA Parents' Association;
- Morning and afternoon drop off and pick-up informal conversations;
- Open communication including an open-door policy, direct e-mail contact;
- Parents' Evenings and Curriculum Evenings;
- Coffee Mornings;
- Craft days:
- Assemblies, performances and concerts;
- School outings;
- Parent Handbook;
- Homework
- Next Steps in Learning
- Sports Day
- Sporting events
- Weekly newsletter.

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. They will 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.

## **Encouraging and Rewarding Positive Behaviour**

The School has various initiatives and reward schemes to help encourage and reward positive behaviour. These include:

- TRACK values and certificates
- House Points – the children collect individual house points which are collated each week and put towards the overall house totals. Weekly house winners are announced, as well as a termly house competition that every child contributes to
- House events
- Stickers
- Value Trackers
- Head Teacher’s award
- Verbal praise
- Positions of Responsibility
- Prizes at end of year Prize Day

## **Circle time**

All children take part in Circle Time/whole class discussions. These support the PSHE and RSE curriculum. Children are taught to recognise the positive effect that their good behaviour can have on others, as well as identify strategies to help them avoid conflict, avoid problematic situations and understand how their behaviour, choices and actions might provoke an incident.

In discussing these issues, we aim to raise self-awareness, develop skills in listening and effective communication and empower children to deal effectively with situations that arise.

## **Assemblies and Displays**

To help foster a sense of pride and being valued, children’s work is displayed on boards throughout the School. During assemblies and in class, children are encouraged to share their achievements from inside and outside school. Each week, a whole-school Celebration Assembly provides an opportunity for children from every class to be recognised for outstanding achievements. The awards recognise notable displays of good citizenship as well as individual achievements of personal targets.

## **Responding to More Challenging Behaviour**

We aim to address all behavioural challenges in a positive, open way, involving the children in conversations and helping them to understand where unhelpful choices have been made and how they may make different choices in future.

Children need to recognise that there are consequences to their choices and actions which will vary depending on the severity of their behaviour.

Posters are displayed throughout the school highlighting the school policy, clearly showing the process in place and potential levels of response.

### **WHAT HAPPENS IF I MAKE THE WRONG CHOICE IN MY BEHAVIOUR?**

CONVERSATION WITH THE TEACHER INVOLVED - A REMINDER WILL BE GIVEN ABOUT POSITIVE CHOICES AND APPROPRIATE BEHAVIOUR

TIME OUT WILL BE USED IF NECESSARY (INCLUDING BREAK TIME/ACTIVITIES)

THE CHILD WILL BE TAKEN TO SEE ANOTHER TEACHER (often one of the SLT)

SEE THE HEAD TEACHER

In all dealings with more challenging behaviour, a positive approach will be adopted, while clear expectations will be established and explained.

The aim in all sanctions is a positive outcome where the pupil learns from their wrong choices and understands why what they have done is wrong and how it may impact other people, as well as themselves.

Each case is treated individually. Where a child has been identified with special educational needs or disabilities, reasonable adjustments will be made.

Parents are kept informed of their child's behaviour via informal and more formal means. Where more serious behavioural issues occur, parents will be asked to come in to meet with the staff concerned, including, where appropriate, the Head Teacher.

### **Serious Issues of Misbehaviour**

The School keeps a register of sanctions imposed for serious misbehaviour.

Major breaches of discipline include bullying (see Anti-Bullying Policy), physical assault, deliberate damage to property, stealing, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is generally rare and it is the responsibility of the Head to deal with it.

### **Classroom Expectations**

All classes formulate a set of individual classroom expectations at the beginning of the school year. All children are involved in the formulation of these age-appropriate expectations. They are regularly referred to and amended when appropriate.

The classroom rules are based largely upon our TRACK values and may incorporate such principles as:

- respecting others;
- using your manners;
- working hard and always trying your best;

- keeping the classroom neat and tidy;
- sitting and listening attentively.

## **Physical Restraint**

Staff may use such physical restraint as is reasonable in all the circumstances to prevent a child from doing, or continuing to do, any of the following:

- injuring themselves or others;
- causing serious damage to property (including the child's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the School or among any of its children, whether that behaviour occurs in a classroom or elsewhere.

A child may be restrained in an appropriate manner by a member of staff, when on the school premises, or when the authorised person has lawful control or charge of the child concerned elsewhere e.g. on an outing or other authorised out-of-school activity.

Every care will be taken to ensure that careful consideration is applied to the use of restraint on an SEND pupil, to the point that unless the child is in danger or endangering other pupils, it will only be used as a last resort.

The child should be removed from the situation as soon as possible and taken to a member of the SLT who will take immediate action to involve parents.

The incident should be documented, the situation discussed with the Head and the parents informed about it on the same day as the incident took place.

The Head will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological services, etc.

The school uses the DfE guidance on 'Use of Reasonable Force in Schools' (July 2013). Staff were trained in January 2019 in a 'Positive Handling Course' through Intelligensa.

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour.

## **Involvement of and Liaison with Parents/Guardians and Other Agencies**

The School is keen to maintain regular and effective communication with parents and welcomes their involvement in their child's education. Where there are concerns about ongoing behavioural patterns parents are contacted by the class teacher, Deputy Head or Head. This may be followed up with a meeting between the parents and the Head, where it is considered appropriate. A pupil support strategy will be agreed upon and this will be communicated to the staff. In some cases, the pupil may be referred to an outside agency, who will liaise with both the school and the child's parents to provide additional support. The school has access to educational psychologists and the educational welfare service at the local authority.

## **Managing Pupils' Transition**

The School will carefully manage the transition of pupils throughout the School and in preparation for their future school placement at the end of Year 2. All teachers will look to build upon the positive social and behavioural skills developed by previous teachers. Good communication between staff and with parents is a strength of the school, and because of this any specific pupil support systems or strategies are continued as the pupil moves up through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with future schools, as well as feeder nurseries, and children are encouraged to attend taster days and visit prospective new schools.

## **Support Systems for Pupils**

The School has set procedures for supporting children with their behavioural problems. We may implement a written behaviour plan for a pupil with serious behavioural issues so that staff, parents and the pupil understand what is expected of them and the strategies that will be used.

## **Disciplinary action against pupils who have made malicious accusations against staff**

Where it is discovered that a pupil has made malicious accusations against a member of staff, including via social media or other technology platforms, appropriate disciplinary action will be taken. Parents would be involved in this process and, if necessary, external agencies could be contacted.

## **Record Keeping, Record Retention and Information Sharing**

Records of pupil behaviour, positive and negative are retained, as outlined in the School's Data Protection & Data Retention Policy and the Pupil Privacy Notices. The Head retains a separate record of any serious disciplinary sanctions i.e. any temporary or permanent exclusions. Please do refer to the Pupil Privacy Notices on the School Website for further details on this: <http://www.shrewsburyhousepreprep.net/Latest-Inspection-Report>

- SHPPS ensures that all records relating to rewards and sanctions are securely stored.
- These records are routinely kept for a minimum of 7 years after the pupil they relate to has left the School.
- When it is deemed to be in the pupil's best interests, these records may be shared with his/her next school.
- Subject to the circumstances around any sanction, it is possible for the records to be retained for longer, e.g. for 25 years from the date of birth of any pupils involved.
- If there are any safeguarding considerations in relation to any investigations around pupil conduct, it is possible that these records will be retained for longer as detailed in the School's Safeguarding & Child Protection Policy.
- In line with the School's Pupil Privacy Notice, details of rewards and sanctions are shared with the Independent Schools Inspectorate, when they inspect the School and may also be shared with any future schools, if it is deemed to be in the best interest of the welfare of the pupil concerned.
- In certain very serious circumstances, information may be shared with the Police or other third parties e.g. the School's insurance company, in order to progress a claim.

## **Appendix A – Exclusion Policy**

**This should be read in conjunction with the Behaviour Management Policy**

### **Exclusion Policy**

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the School.

The School is responsible for communicating to pupils, parents and staff its expectations regarding standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Examples of behaviour which merits exclusion include, but are not exclusive to:

- Serious breach of the school's rules or policies;
- Persistent attitudes or behaviour, which are inconsistent with the school's ethos;
- Fighting/violence;
- Improper behaviour towards a member of staff or pupil;
- Risk of harm to the education or welfare of the pupil or others in the school;
- Physical assault/ threatening behaviour;
- Bullying (including racist, cyber, sexist or any discriminatory bullying);
- Inappropriate use of social media;
- Racial abuse;
- Sexual harassment/misconduct;
- Theft;
- Damage to property;
- Persistent disruptive behaviour;
- Drug or alcohol abuse;
- Gambling;
- Fraud;
- Using pornography;
- Any other behaviour that is illegal under English law;
- Malicious and unfounded allegations made against school staff or another pupil.
- Other serious misconduct which affects the welfare of a member/s of the school community or which brings the school into disrepute (single or repeated episodes) on/off school premises;
- Breakdown of the relationship between the school and parents.

Other circumstances: A pupil may be required to leave if, after appropriate consultation, the Head is satisfied that it is not in the best interest of the pupil, or of the school, that they remain at the school.

Only the Head can exclude a pupil and, in the case of a permanent exclusion, only after consultation with the Executive Headmaster and the Chairman of Governors.



## **Temporary Exclusion**

A temporary exclusion should be for the shortest time necessary; evidence suggests that one to three days is usually enough to secure benefits without adverse educational consequences.

## **Persistent or Cumulative Problems**

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the School had already offered and implemented a range of support and management strategies. These could include:

- discussion with the pupil;
- time out;
- discussions with parents;
- mentoring (with class teacher or a member of the SLT);
- checking on any possible provocation;
- mediation;
- counselling;
- internal exclusion.

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant.

## **Single Incident**

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence.

In such cases the Head will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give their version of events and the Head will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary the Head will consult the Executive Headmaster at Shrewsbury House School.

A record is kept by the Head of any of the above serious disciplinary incidents. Records are retained in accordance with the Information Commissioner's Office's guidance to schools on their obligations in relation to Data Protection Law relating to these records.

## **Parents**

Parental co-operation forms part of the contract between the School and all parents of pupils at the school. Parents and other care givers are also encouraged to support good behaviour and positive habits in their children.

Parents will be involved in discipline cases as appropriate. It is not appropriate for parents to contact each other to discuss or resolve disciplinary issues relating to school life. A refusal to abide by the terms of sanction or exclusion may be considered a breach of contract. The Head may permanently exclude a pupil if, in his opinion, the behaviour of a pupil's parent or guardian is unreasonable or is likely to affect adversely the child's or other children's progress at school or the well-being of the school's staff, or bring the school into disrepute.

As with a temporary exclusion, permanent exclusion will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff;
- possession or use of an illegal drug on school premises;
- carrying an offensive weapon;
- persistent bullying, including cyber-bullying;
- vandalism;
- racial harassment.

### **The Decision to Exclude**

If the Head decides to exclude a pupil, they will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return and procedures regarding appeal to the Governors;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs on their return;
- plan a meeting with parents and pupil on their return.

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply, by, for example, refusing to collect the child, the child's welfare is the priority.

The exclusion of a pupil from the school will not give rise to any refund of fees for the current or past terms and all arrears of fees and any other sums due to the school will be payable. However, in such circumstances fees in lieu of notice will not be payable and the Acceptance Deposit will be refunded.

### **Behaviour Outside School**

Pupils' behaviour outside school on school-related matters e.g. on school outings, at sports fixtures, etc, is subject to the school's Behaviour Management Policy. Poor behaviour choices in such circumstances will be dealt with as if the incident had taken place in school.

For behaviour outside the school, not on school business, the Head may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the pupil body as a whole, or if it is deemed to be damaging to the reputation of the School.

## **Pupils with Special Educational Needs and Disabled Pupils**

The School must take account of any special educational needs when considering whether or not to exclude a pupil.

We have a legal duty under the Equality Act 2010, as amended, not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the school's Behaviour Management Policy for that particular individual;
- developing strategies to prevent the pupil's poor behaviour choices;
- requesting external support for the pupil;
- staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

## **Marking Attendance Registers Following Exclusion**

When a pupil is excluded temporarily, they should be marked as Excluded (no alternative provision made).

## **Removal from the School for Other Reasons**

The Head may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

## **Appeals**

Parents are entitled to appeal to the Governing Body against any permanent exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the School. A hearing will be set up as quickly as possible, but within 10 working days (within term time) at the latest. The Governors' decision is final.

This Policy has been approved by the Board of Governors.  
This Policy is reviewed annually by the Head.  
This policy was reviewed in September 2024.