WHOLE SCHOOL, INCLUDING EYFS, BEHAVIOUR POLICY

Responsible role	Deputy Head Pastoral
Last review date	April 2025
Review date	September 2026

INTRODUCTION

Where this policy refers to the school this includes the EYFS, Pre-Prep School and Prep School.

Rupert House School follows the DfE Guidance *Behaviour and Discipline in Schools* 2016) and *Preventing and Tackling Bullying* (July 2017), the Education Act 2011, Cyberbullying: Advice for Headteachers and School Staff (2014), the Equality Act 2010 and the latest update of Keeping children Safe in Education (KCSIE).

This policy applies equally to the EYFS, Pre-Prep and Prep School, and should be read in conjunction with the 'Anti-Bullying Policy', 'Safeguarding Policy', 'E-Safety Policy', 'Staff Handbook' and 'Restrictive Interventions' policy.

At Rupert House we expect all members of the school community to treat each other with respect and to behave in an appropriate manner at all times. The school believes in promoting good behaviour as well as correcting behaviour that falls short of the expected standards.

We believe the best way to encourage good standards of behaviour is a clear code of conduct and enforcement of good manners. This is backed up by a balanced combination of rewards and sanctions within a positive community atmosphere, so every individual is given the chance to succeed and is valued.

Corporal punishment is expressly forbidden at Rupert House.

In the application of this policy, suitable allowances are made for pupils with learning difficulties and/or disabilities.

Please also refer to The School Code of Behaviour.

AIMS AND OBJECTIVES

- To create a safe, happy and purposeful environment by encouraging good behaviour and respect for others.
- To foster an inclusive environment where everyone is tolerant and friendly towards all other members of the school community, recognising their responsibilities.
- To promote self-discipline and a proper regard and consideration for self, others and property.
- To encourage good behaviour and respect of others using a whole school approach which is clearly understood by pupils, parents and all staff.
- To make boundaries of acceptable behaviour clear to ensure that pupils feel secure.

OVERALL RESPONSIBILITY FOR BEHAVIOUR MANAGEMENT

The Head has overall responsibility for behaviour management issues. He may delegate much of the practical day-to-day management of behaviour to other members of the SMT. The school policy on Behaviour and Discipline is approved by Governance. The rewards and sanctions are believed to be age appropriate, as is the course of action to be taken for serious offences of breach of conduct.

CODE OF BEHAVIOUR

Make school fun for everyone and try your best in everything. Be proud of yourself and your school.

- Be respectful to everyone in the school
- Be attentive – listen to others and they will listen to you
- Be responsive to adults' instructions
- Be a team player and include everyone
- Be honest
- Be responsible – care for your own, other people's and the school's property
- Be polite and considerate at all times
- Be calm and quiet as you move around the school
- Be smart – dress tidily

At the beginning of each school year, the children are reminded of these rules in PSHE lessons and in Assemblies. (See PSHE Policy).

POSITIVE REINFORCEMENTS, REWARDS AND SANCTIONS

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline.

Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. It is important that children are familiar with the Code of Behaviour. In this context, children will be rewarded for good behaviour. Positive reinforcements and rewards are the main means of our system of discipline.

Sanctions are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. Any sanction imposed is given immediately. Pupils are encouraged to make reparation whenever possible and then staff ensure the children understand that the matter is closed and will not be referred to again.

More serious issues are dealt with directly by the Class teacher, Deputy Heads or Head as appropriate.

THE ROLE OF PSHE

PSHE lessons (and/or Form Time) can be used to address general behaviour issues that arise. The emphasis is on seeking solutions to problems through discussion, games or activities that draw attention to the importance of sharing, cooperation, fair play and respect for one another. Children are encouraged to listen to and respond to one another in a polite, thoughtful, positive manner. See PSHE Policy.

RESPONSIBILITIES

The Role of the Pupils:

- Adhere to the School's Code of Behaviour

- Share and celebrate successes of themselves, peers and the school community
- Assume responsibility for their own work, make their own choices, and accept the consequences
- Be communicative, respond politely, listen to others and respect differences
- Have an active voice in decision making
- Demonstrate good manners by taking turns, respecting others' space and work, addressing adults appropriately and sharing
- Have consideration for their own safety and the safety of others
- Be able to turn to a member of staff for support if they are struggling to manage behaviour independently
- Be caring and fair in their friendships
- Respect school property
- School Council involves children with decision making concerning the Behaviour Policy and, from time to time, can be a forum for the discussion of issues and problems as they arise

The Role of the Teachers and Teaching Assistants:

- High expectations of behaviour are made clear through praise, discussion, rules and the setting of clear boundaries. A "name the behaviour you want to see" strategy is used
- Deal with inappropriate behaviour in a constructive way; talking to the children in a calm, quiet manner; in an atmosphere of trust and openness
- Ensure the Code of Behaviour is adhered to and that their class behave in a responsible manner at all times
- The form teacher ensures that the pupils are aware of the Code of Behaviour and Anti-Bullying Policy. We do not tolerate bullying of any kind
- Staff share concerns over individual children formally during weekly meetings and informally as matters arise
- Make responsible adjustments relating to pupils with special educational needs/disabilities according to the Equality Act 2010. Liaise with SEND Department regarding strategies relating to specific behavioural needs
- At the end of the year, inform pupils' next form teacher about any behavioural issues which have arisen, referring to the Pupil Profile notes on ISAMS. When a pupil leaves the school, form teachers will pass relevant information onto the next school
- In order to avert immediate danger of physical injury or injury to others, physical intervention is allowable. If physical intervention is required, the parents will be informed on the same day or as soon as reasonably practical. The incident will be recorded on the child's ISAMS record

The Role of the Deputy Heads:

- Support the staff by ensuring the Behaviour Policy is implemented consistently throughout the school
- Discuss pupil behaviour with parents

- Monitor effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements
- Inform the Head of any serious incidents or misbehaviour
- Liaise with Admissions in the acquisition of information pertaining to new pupils' pastoral/behaviour issues

The Role of the Head:

- Ensure the health, safety and welfare of all pupils
- Have an 'open door' policy: parents, staff and pupils may share concerns with the Head whenever he is available
- Be informed of concerns regarding behaviour by the Deputy Head
- Inform future schools of any serious incidents of misbehaviour, as necessary

The Role of the Parents:

- To support their child's education and to cooperate with the school
- To support the school's reward and sanction scheme
- To treat all members of the school community with courtesy and respect

PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

In accordance with the Equality Act 2010, when implementing the Behaviour Policy, consideration is given to the individual needs (academic, physical, behavioural and emotional) of the pupils and reasonable adjustments are made. Staff should consult the pupil's records on ISAMS and SAPs (where appropriate) for more information.

PHYSICAL INTERVENTION

In EYFS, KS1 and KS2 corporal punishment is not used or threatened. This prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. This prohibition applies to all members of staff including all those acting in loco parentis, such as unpaid volunteer supervisors.

Staff will use physical restraint only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves, the member of staff or others, or to prevent serious damage to property. Guidance is contained in the Restrictive Interventions Policy.

SEARCHING A PUPIL

A member of staff may search a pupil, with their consent, for any item banned by the school. A pupil may be searched without their consent if there are reasonable grounds to suspect that she/he is in possession of a prohibited item. In these circumstances a search may be carried out provided that:

- It has been authorised by the Head

- If it involves a search of clothing it is restricted to outer clothing
- It is carried out by a member of staff, and in the presence of another member of staff

Guidance is contained in the Restrictive Interventions Policy.

LIASON WITH PARENTS AND/OR OTHER AGENCIES

Where appropriate, the school will liaise with parents/carers and other agencies such as medical services and educational psychologists.

Parents are as fully involved as possible when their child's behaviour gives cause for concern. Parents are approached in a sensitive manner. They should feel part of the process and are made to feel welcomed within the school.

CONFISCATION OF PROPERTY

A member of staff may confiscate a pupil's property when on school premises or on a school activity, if she/he has reason to believe that property concerned is dangerous, obscene, stolen, prohibited or illegal or if the pupil's use of such property threatens the good order of the school. Mobile devices may be confiscated if deemed necessary. A search of a pupil's possessions will, in normal circumstances, only be carried out in the pupil's presence, but always in the presence of an additional member of staff. Confiscated property may be returned to the pupil or his/her parents unless it is considered harmful or illegal. In this case, parents/guardians will be informed.

TRANSITIONS

Communication

At the end of each year in the class handover meetings, time is spent discussing the personal development of each pupil. This includes any behavioural issues which may have occurred during the year. For those pupils moving onto a new school, the form teacher completes a reference which refers to any significant behavioural matters.

Expectations of behaviour

Children in Reception, who are moving from EYFS to KS1, will have the different expectations of behaviour – and the possible sanctions for misbehaviour – explained to them by their form teacher in the term before they move up.

Likewise, children in Year 2, moving into Year 3, will have different expectations of behaviour and the possible sanctions for misbehaviour – explained to them by their form teacher before they move into the Prep School. These discussions will be repeated throughout the Prep School, and expectations gradually develop as the children mature.

Year 6 children will have a discussion during PSHE lessons about expectations at Senior School, which will include behaviour and other issues.

Move-Up Day may be another useful opportunity to clarify expectations, although teachers will be aware of the importance of making that day a positive experience. (See also Transition Policy).

REWARDS AND SANCTIONS IN THE PRE-PREP SCHOOL (EYFS, YEAR 1, YEAR 2)

Numerous systems operate simultaneously to ensure pupils' good behaviour and conduct.

Rewards

All children are encouraged to follow The Code of Behaviour. This is referred to regularly and discussed and illustrated during PSHE and Pre-Prep School assemblies.

Throughout the EYFS and KS1, children may be mentioned in the weekly Celebration Assembly - children may be mentioned for:

- A particular piece of work
- For trying hard in a particular area
- Being a good friend
- For demonstrating good social awareness and respect of others
- For demonstrating good manners and acting in accordance with the school values

Kindness and good manners and demonstrating both School and British values are also celebrated with nominations for the weekly Kindness cup.

Other rewards used throughout the EYFS and KS1 may include:

- Verbal praise, positive tone of voice, a smile,
- Stickers/stamps/smiley faces
- Positive written comment

A pupil may be sent to the Deputy Head or Head in recognition of good behaviour or overall achievement.

In addition, Class Stars are awarded in Years 1 and 2 to encourage a class spirit and a sense of communal responsibility for behaviour. Classes earn Golden Time for collective stars.

Sanctions

Sanctions are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

Sanctions used throughout the EYFS and KS1 may include:

- Verbal reprimand, usually accompanied by an indication of required behaviour e.g. don't call out, put your hand up.
- Reasoning/discussion/explanation with reference to the School rules from pupil's Class Teacher
- Time out from activity or withdrawal of some playtime because of:

- Deliberate or significant unkindness (see the Anti-Bullying Policy in cases of repeated unkindness to another individual)
- Hitting or hurting another child physically
- Lying to or answering back to an adult
- Significant rudeness or disruption in a lesson

Misbehaviour is raised under Children of Concern at Pre-Prep Meetings and Whole School Staff Meetings. In addition, Misbehaviour is recorded in ISAMS (our management system) under the child's individual pastoral notes.

REWARDS AND SANCTIONS IN THE PREP SCHOOL (YEARS 3-6)

Discipline in Years 3-6 is low key, but expectations are high. Guidelines are clear and are discussed regularly in PSHE and in Assembly. The School Council also discusses behaviour and the effect of appropriate and inappropriate behaviour on the school community.

Rewards in Prep School

- Positive tone of voice, praise, positive written comments on work
- Each child collects house stars, which are cumulative. Stars are awarded for effort and for excellent work. Each house competes for the Star Cup, which is awarded termly. The cup is presented to the winning house
- Achievements are celebrated in Assembly and, when appropriate, in the newsletter
- Pupils may gain House Reward points if they have demonstrated any of the following: Growth Mindset, Good Manners, Collaboration, Courage, Creativity, Independence, Leadership, Resilience, Respect, Good Personal Appearance. The House Reward cup is presented at the end of each term to the House with the most reward points
- Year 6 pupils become monitors to raise self-esteem and develop a sense of responsibility

Sanctions in Prep School

- Reasoning with the pupil/discussion/explanation with reference to the school rules/code of conduct from the class teacher or the subject teacher
- Warning that behaviour is inappropriate
- Pupils may be sent to Time Out for minor misdemeanours. They will miss a small amount of their lunch break and they will be expected to complete a reflection form
- 5 Time Outs will result in a *Time for Reflection* with the Head
- If misbehaviour continues, dependent upon the issues, parents may be invited to meet with the Class teacher or the Head.

In weekly Prep School Briefing Meetings and Whole Staff Meetings, misbehaviour is raised under Children of Concern.

Prep School Behaviour that warrants being given a Time Out

The School Council (endorsed by SMT) decided that a Time Out is a suitable way of dealing with the following:

- Interruption/shouting out in class (warning given first)
- Not listening (warning given first)
- Answering back to an adult
- Talking in assembly (warning given first)
- Not having the right equipment/ kit for a lesson (warning given first)
- Late/no homework (without a valid reason and parent note)
- Late for lessons by more than 5 minutes (without a valid reason) or delaying going out to break
- Leaving things on the floor in the locker room (warning given first)
- Taking other people's kit
- Upsetting people (in a minor way)
- Loitering in school/cloakroom
- Bringing unsuitable items into school
- Losing school books (warning probably given first)

Bigger issues: Time for Reflection

If the instance of misbehaviour is more serious than the everyday examples above, the Deputy Head or Head may decide to bypass the Time Out system and move directly to giving the child *Time for Reflection* with the Head. Examples of bigger issues might include:

- Deliberate or significant unkindness (see the Anti-Bullying Policy in cases of repeated unkindness to another individual)
- Hitting or hurting another child physically
- Lying to a teacher
- Significant rudeness or disruption in a lesson

If a child is given *Time for Reflection* for a bigger issue such as those above, the parents will be informed.

RECORDING

Serious offences are recorded on CPOMs and in a 'Serious Sanctions' file, kept by the Head (see below). Details are recorded in a file in Pastoral, according to the date the child/cohort is due to leave the school.

SERIOUS SANCTIONS

A serious offence is deemed to necessitate a disciplinary meeting involving parents. A record is kept of such offences in the 'Serious Sanctions Folder' held by the Head. Serious offences might include:

- Continued disruption to their own or others' learning
- Severe or persistent bullying, including cyber-bullying, prejudice-based and discriminatory bullying (see Anti-Bullying Policy)
- Compromising the safety of themselves and others
- Wilful damage to property
- Smoking
- Stealing
- Making malicious accusations against staff

Suspension or permanent exclusion may be used as an ultimate sanction where a pupil persistently behaves in an unacceptable manner, including, but not confined to, the examples of serious offences above.

Rupert House is an inclusive school, committed to equality of opportunity for all. Suspensions from school are rare, but for more serious misdemeanours, such as hurting other children, stealing or fighting, the Head may deem it appropriate to suspend a pupil for a period of time.

Exclusions from the school community, whether fixed term (suspension) or permanent (expulsion) are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour. The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time. Suspensions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Violence, to staff or to another pupil, severe verbal bullying and frequent high-level disruption would fit within this category.

In all cases, the Head gathers the opinions and takes advice from members of staff who are working with a pupil. In all 'serious offence' cases, discussions will be held with the SMT. However, the Head alone makes the decision to proceed to permanent exclusion. Governance will be informed.

MALICIOUS ACCUSATIONS AGAINST STAFF

The School takes the protection of all employees seriously and will investigate any accusations made by children (or parents) against staff very carefully. A member of SMT will investigate and may interview all those involved or who may have been witnesses. If the accusation is found to be false, those who made the accusation will be told so, clearly. An apology may be appropriate. If the accusation is felt to be malicious, the perpetrator will be punished as appropriate to a 'serious offence' (as above).

FURTHER ACTION APPLICABLE TO ALL PUPILS

In the case of continuing poor behaviour, the Head may exclude a pupil from particular school activities (attending a trip, watching a school play, taking part in an assembly or a match). It might be appropriate to apply specific support strategies such as allocating a member of staff as a mentor or using a report card. Outside agencies such as counsellors, educational psychologists or medical professionals may be consulted for advice and/or practical support. If appropriate, the Local Authority Designated Officer may be contacted (see Safeguarding and Child Protection Policy).

If the behaviour does not improve to the requisite standard, further disciplinary action will be taken by the Head, which may involve suspending a pupil from school and in severe cases, expulsion.

BULLYING

Bullying behaviour is monitored and dealt with as soon as possible – 'see Anti-Bullying Policy'.

In cases of severe and persistent bullying, temporary or even permanent exclusion may be necessary.

CHILD PROTECTION

We aim to keep all members of our school community safe through effective procedures for child and adult protection - See Safeguarding and Child Protection Policy.