



Pupil Behaviour, Rewards, Discipline and Permanent Exclusion Policy (including EYFS)

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Named Responsibility of Policy	Kathryn Bailey – Deputy Head - Behaviour
Date of Policy	November 2024
Date of Review	January 2025
Date of next review	September 2025
This policy will be readily accessible to Parents/Carers/Pupils/Staff/Visitors/Members of the Public through the school website	

Please note, that when talking about the Deputy Head in this policy, it is referring to the Deputy Head Behaviour.

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Aims

- To develop a whole school behaviour policy supported and followed by the whole school community; parents, teachers and children.
- By applying positive policies, we aim to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and property. This in turn will be a proactive rather than a reactive approach.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- This policy applies to all children within the Pre-Prep and Prep including those in the EYFS.

Values

The Kensington Wade values have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. They have been written in consultation with all members of teaching staff and are regularly reviewed. The rules are displayed clearly around the school and can appear in Reading Records or Homework Diaries. These are the guiding values that underpin what we expect from the children and the standard that we hold them to. We have high expectations for the children and the golden rules are not optional – they are a fundamental requirement for those that wish to be a part of our school community.

- **Learn** – We expect the best of ourselves. We gain new skills and knowledge that can open doors to new possibilities. We understand that the Earth does not belong to humankind, humankind belongs to the Earth.
- **Explore** – we ask questions, we find out, we have an open mind and we are not afraid to take a risk. We discover new pathways and directions that we might not have considered.
- **Honesty** – We are always honest, helpful and take responsibility for our actions. We think of other people’s feelings and treat others like we would want to be treated.
- **Develop** – We improve our talents and abilities, and we learn how to learn. We reflect and we become resilient.
- **Connect** – We are links in a chain connecting the past and the future. We connect with people who are different from ourselves and help make our community a better place.
- **Manners** – We say please and thank you, we listen and respond , we are kind, considerate and respectful.

Positive Praise and Constructive Encouragement

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. Verbal and written praise are given as often as possible by all teachers to all children. The teachers aim to build intrinsic motivation for children’s behaviour. Teachers can do this by explaining what are good choices and what are bad choices and why, linking closely to our values.

The Kensington Wade Positive Discipline Procedure is based on Star of the Week certificates and house points through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

At Kensington Wade, the children are allocated, on entry, a house. They remain in these houses throughout the time they are at the school. The aims of the House System are as follows:

- To allow the children to feel part of collective group
- To allow the children to experience healthy competition as part of a group

The importance of the team nature of the House System should be stressed to the children regularly. They should be encouraged to work together in order to help their House succeed.

Below are some specific examples of how House Points can be awarded:

- Holding a door open
- Sustained effort in a lesson
- Being helpful to the teacher
- Being a good role model to their peers
- Making good choices
- Manners

If House Points (HPs) are given out too liberally, it devalues the system, so no more than three should be given out at a time in any session. As an incentive to earn more HPs, assemblies or sharing with their Phase Leader should be used as an opportunity to share in the children's successes in how many they have managed to accumulate in a week.

House Captains will total up each House HPs in every class (except Nursery) every Friday morning. These totals will be added up and the winning House will be announced in assembly, and the winning House Captain will be awarded the House Panda, Dumpling. This will be displayed for a week, with the relevant House colours. Hopefully this will encourage children to earn HPs not only for their own personal gain, but for their House as a whole. At the end of each term, the winning house go on a celebratory outing or choose a home clothes day.

Headmaster's Commendation (10HPs) are awarded by the Headmaster to pupils who have demonstrated excellent work. The Headmaster sees pupils on Phase Leaders recommendations.

Head of Phase (HOP) Awards (3HPs) are awarded in a similar way. In the Pre-Prep and EYFS, the children will log their house points via class dojo. In the Prep, the children will log their house points on the class chart.

Once each child has achieved 10 HP, they go to a Head of Phase for a star which they can they put in the jar in the hall. It is down to the teacher on how they award HPs.

Examples of actions or choices that HOPs awards should not be awarded for:

- Getting the same score in a spelling test every week
- Tidying the classroom
- Finishing a plate of food
- Whole class finishing a worksheet

Children are encouraged to display their achievements in and out of school and their work is displayed on boards throughout the school.

Most children respond to this positive approach where their efforts are seen to be valued, making considerable efforts to improve their work, and, where necessary, their behaviour.

Class specific rewards and teacher driven initiatives for positive behaviour

A wide range of rewards are used to reinforce positive behaviour. These can include but are not limited:

- Change in classroom organisation
- Using different resources e.g. KW certificate
- Star Charts
- Differentiated work and tasks

- Rewards of House points
- Use of certificates
- Sharing good behaviour with other children/other classes
- Involving parents at an early stage to make an action plan together

By using a reward system, and reinforcing good behaviour, we help children to move forward positively.

Individualised support systems such as those outlined above, will be organised by the class teacher, or a member of the SMT, as deemed most appropriate for the child.

Particular attention, from form teachers is paid to any vulnerable children (such as those experiencing family break ups or bereavement – this should have been discussed with the DSL to see if a Early Help Assessment is needed). This could involve informal daily meetings, and would reflect the particular needs and age of the child.

Staff should focus on emphasising and supporting children to make good choices. Children are taught that there are consequences to their actions, whether they are positive or negative is dependent on their own action or reaction to a situation.

The Behaviour Continuum – for Minor Negative Behaviour Choices

Every day, for every child, is unique. There are a range of factors that influence a child's behaviour and it is important to present them with a series of clear choices, particularly in response to poor behaviour choices. The behaviour continuum allows all teachers to discuss these daily behaviour choices, in all of their scope and range, with clear (and most importantly) *common* language.

All children in the school are informed of and have reinforced regularly the concept of the “three step system”. If a child is behaving in an unacceptable way (examples of which are regularly provided to them and are clear in the flowchart below), then they can expect to begin a journey along the behaviour continuum with the first step being a *first verbal reminder*.

Before the first formal reminder is given, three informal reminders are given to the child. The *first formal reminder* gives the child a chance to recognise that the behaviour choice is unacceptable and does not meet the school values or ethos and also gives them an opportunity to pause, reflect and ultimately stop making the same negative behaviour choice. This would be logged on through a tally sheet in the classroom, so that staff (particularly teachers) teaching that class are aware of any prior warnings that may be “still active”.

Three informal verbal warnings are given before a *warning* represents a notable escalation in the process. This second verbal warning is the last chance for the child to address their negative behaviour choices – and teachers will make this clear at the time. This would be given if a child hadn't rectified their previously noted behaviour with the *reminder*, or if they had made an additional negative behaviour choice.

A *consequence* is another escalation, which all children are aware of. The Prep, Pre-Prep and the EYFS each require different degrees of response and as such, at the *consequence*, stage the range of responses within the behaviour continuum will begin to differ (but are similar, in tone). The type of consequence will depend on the level of behaviour. See flow chart below. The behaviour continuum for negative minor behaviour will take into account the child's additional needs and SEND.

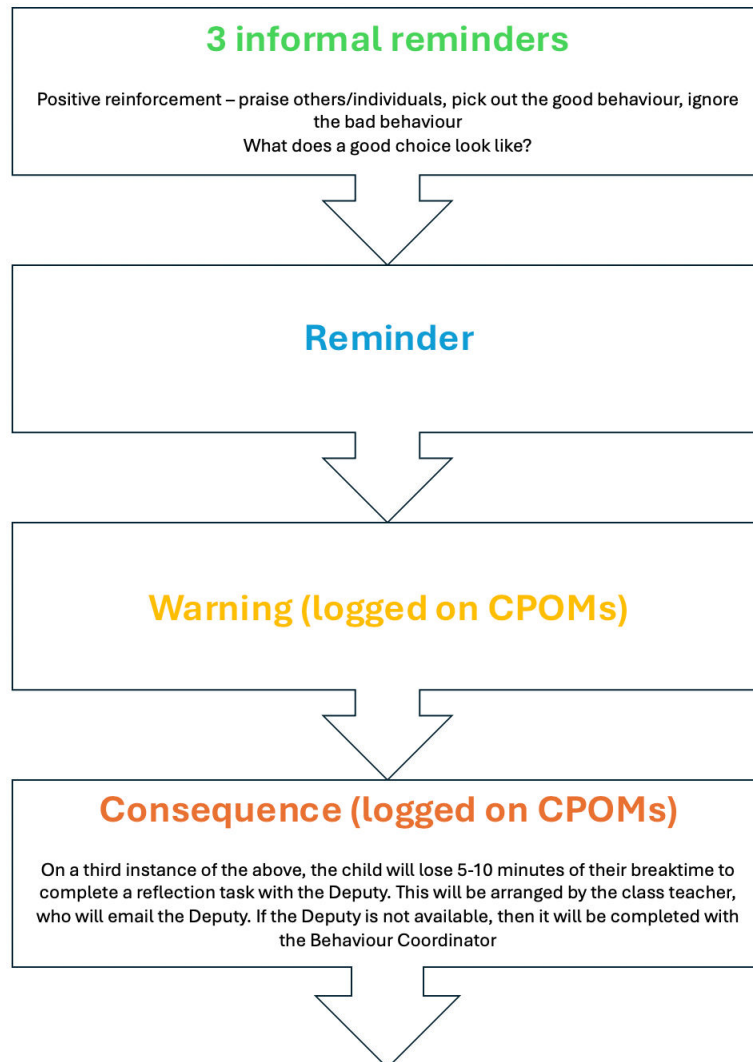
At all points, the best interest of the child should be taken into account. Staff should consistently ask why a child is conducting this behaviour. Should an intervention be needed, then the class teacher(s) will meet with the DSL, Deputy Head Pastoral and Deputy Head Behaviour.

Any and all behaviour that falls into the category of Child on Child Abuse would have a clear response guided by our separate Child on Child Abuse policy.

For children in the Prep and the Pre-Prep

A *consequence* comes with an “*in-school time out*”, with the Deputy Head, - Behaviour at break time, for ten minutes. The Deputy or Behaviour Co-ordinator is e-mailed by the class teacher to inform them that the child will be joining them and why. The Deputy or Behaviour Co-ordinator then completes a reflection task with the child, designed to encourage them to consider why their behaviour choice was unacceptable and how they can seek to make amends and improve their decision making for the future. A warning and consequence is logged on CPOMs. See the following flow-chart.

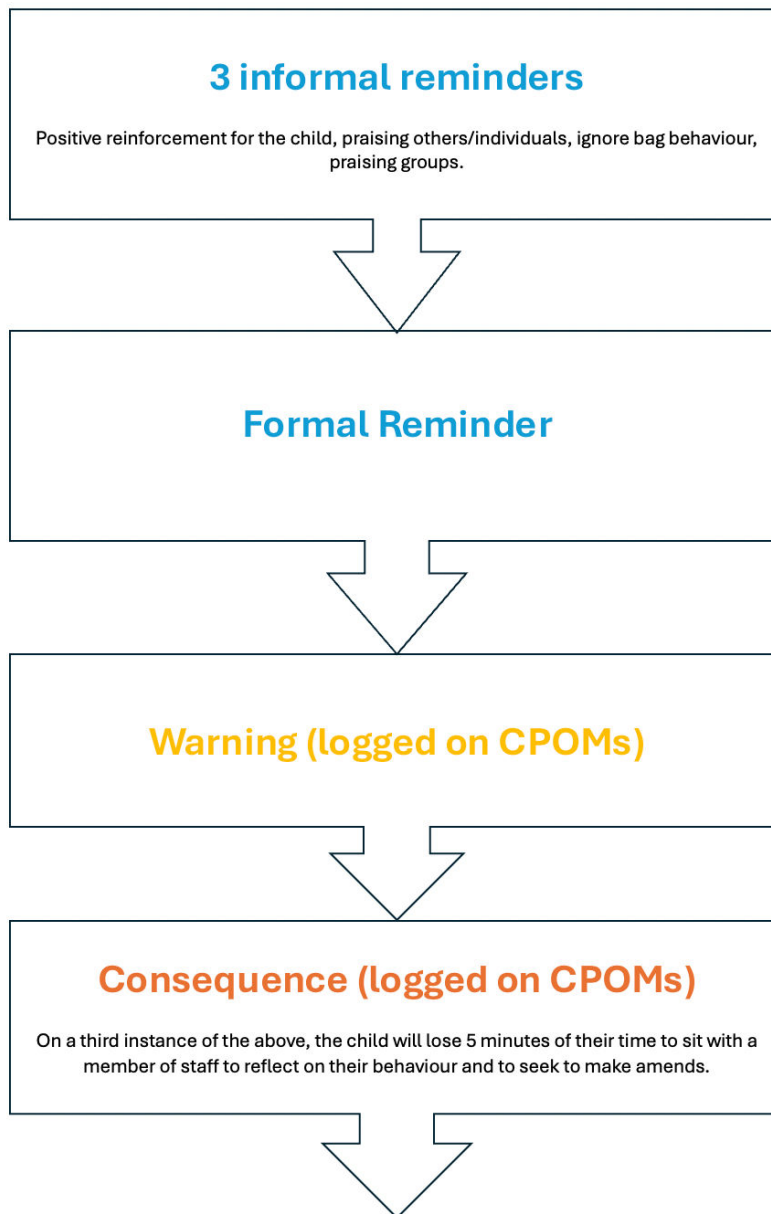
The Behaviour Continuum – For Minor Negative Behaviour Choices (Prep and Pre-Prep)



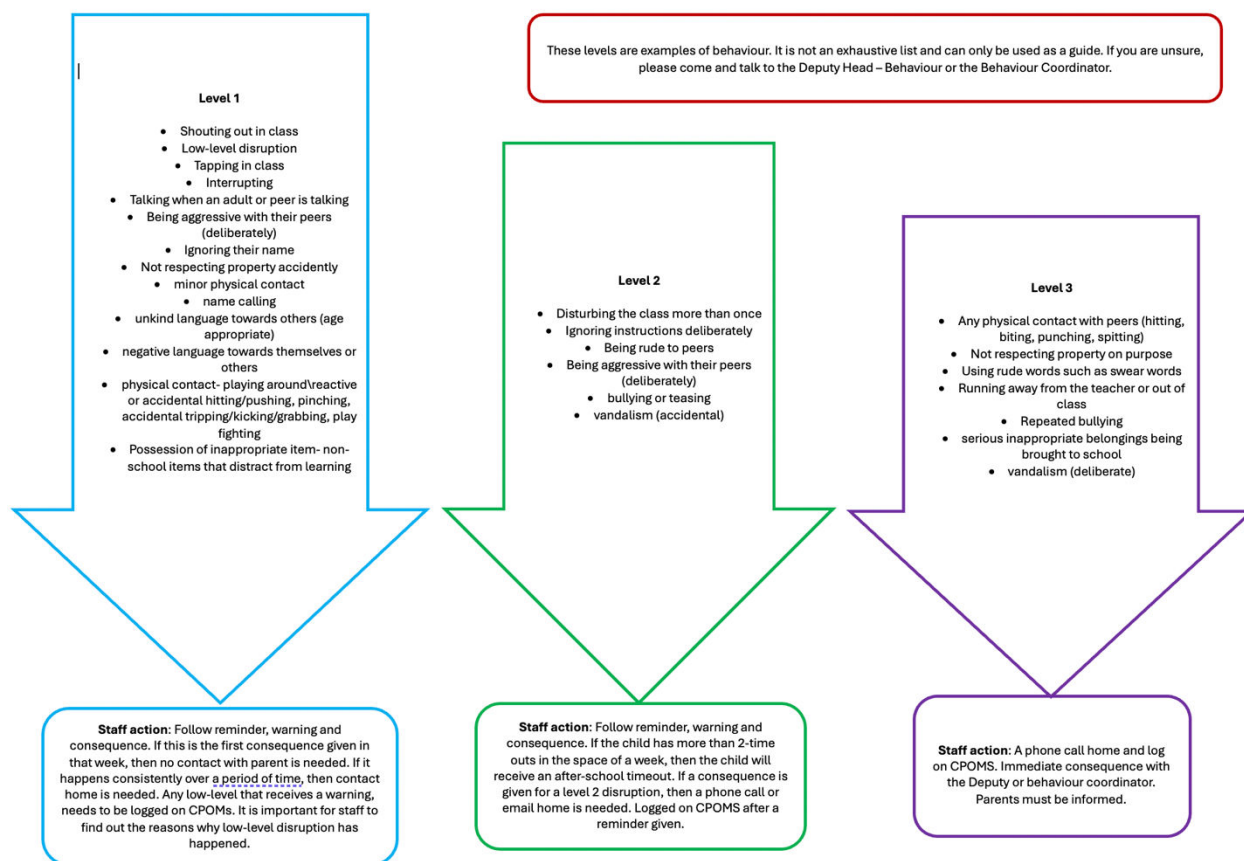
For children in EYFS

A *consequence* comes with an “*in-class timeout*” with the teacher at the time, who will explore with the child why they have been asked to take a moment away from the other children and the activity at hand. This reflection is designed to encourage them to consider why their behaviour choice was unacceptable and how they can seek to make amends and improve their decision making for the future. A warning and consequence is logged on CPOMS so that staff (particularly class teachers and the DSL) can track when a child has been unable to make more positive behaviour choices repeatedly.

The Behaviour Continuum – For Minor Negative Behaviour Choices (EYFS)



Level of behaviours and consequences. Please note that this chart can be used as guidance, but it is by no means an exhaustive list of behaviours and consequences.



The Behaviour Continuum – for Ongoing, Consistent Patterns of Negative Behaviour Choices

If poor behaviour choices continue to be made by a child following a consequence and the accompanying response, then a child may be escalated to the second phase of the behaviour continuum. This would be done so in an effort to help the child return to a better baseline of positive behaviour choices, as outlined as part of our school ethos and values. The Deputy Head or Behaviour Coordinator will work with the class teacher(s) to determine the underlying reasons for the child's behaviour. They will find out what the root cause is,

The second phase of the behaviour continuum has the possibility for redemption built in by design. Our utmost desire is for the child to be able to recognise that their negative behaviour choices are impacting them and everyone around them and to help them to seek out more positive behaviour choices in response to constructive feedback.

The second phase is tailored differently for the Prep, Pre-Prep and EYFS.

Phase 2, for students in the Prep

After School Time-Out

Depending on the level of severity of reasons the children have reached the time outs, If students reach a consequence and an accompanying time-out with the Deputy twice in one week, they are automatically required to attend an afterschool timeout. Parents will be contacted, primarily so that they are more involved and so that there is a clear line of

communication about what will now be a pattern of poor behaviour choices. After-school time-out is held by the Deputy.

Behaviour Tracker

If, over a period of several weeks, a child continues to be flagged for time out, then they may be moved to a behaviour tracker. The child, class teacher and deputy will sit down to come up with three specific targets for improved behaviour choices, based on where issues are commonly arriving. The child then signs on to the tracker for a period of time (commonly 1-2 weeks, but extendable, if the Deputy and the class teacher deem it necessary).

The tracker features a traffic light selection for each lesson, with green being the desired outcome based on the targets, amber being a mixed outcome and red being a failure to meet the agreed upon targets. Each class teacher will mark where they believe the child was in their lesson. They are responsible for carrying their tracker and providing it for their teachers.

At the end of the day, the child will check in with the class teacher, or, depending on the situation and the nature of the tracker in question, potentially to the Deputy Head or Head, to show their progress and demonstrate they are making progress. This person is their assigned Mentor for the duration of the tracker. Their Mentor will then sign the tracker to show that they have read it and the tracker is taken home, for parents to also sign, to show that they are aware of the level of progress being made throughout the week/s.

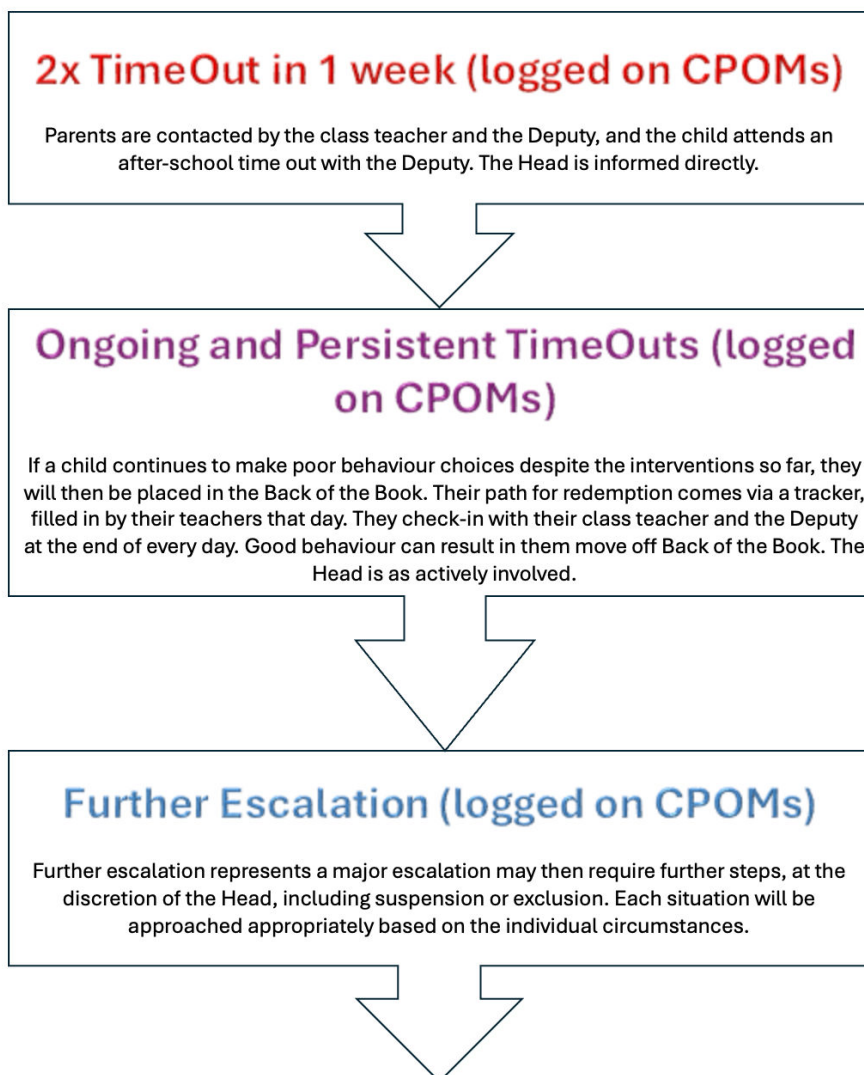
At the conclusion of the week/s, the Mentor (and/or the Deputy, if the Deputy is not the Mentor) will sit down to discuss with the child whether they have hit their targets and can come off of Back of the Book. Parents are informed based on the outcome.

Beyond Behaviour Tracker

In rare circumstances, further measures may be required. If this is the case, a discussion with the SLT, parents, board of governors and any other senior member of staff will take place to create an individualised action plan for what will be extraordinary circumstances.

You can see all of this in the following flow-chart.

Behaviour Continuum, Phase 2 - Prep



Phase 2, for students in the Pre-Prep

Roundtable Meeting

If students reach a consequence and an accompanying time-out with the Deputy twice in one week, then this automatically triggers a roundtable meeting with the parents, the child, the class teacher and the behaviour co-ordinator (BC) (if the BC is the class teacher, then the deputy will be present). Together, they will agree upon expectations for that child and agree to monitor things closely over the next week, to encourage and look for improvement in the areas of concern.

Behaviour Tracker

If, over a period of several weeks, a child continues to be flagged for time out, then they may be moved to a Traffic Light tracker. The child, class teacher and deputy or behaviour coordinator will sit down to come up with a specific target to focus on for improved behaviour choices, based on where issues are commonly arriving. The child is then enrolled

on to the tracker for a period of time (commonly 1-2 weeks, but extendable, if the Deputy and the class teacher deem it necessary).

The tracker features a smiley face selection for each lesson, with a smiley face being the desired outcome based on the targets, a neutral face being a mixed outcome and a sad face being a failure to meet the agreed upon targets. Each class teacher will mark where they believe the child was in their lesson. Whilst we want to encourage children to be responsible, it may be that the child requires a TA or teacher to make sure that their tracker moves between classes with them. Most lessons are with a class teacher, so this will rarely be an issue.

At the end of the day, the child will check in with the class teacher, who will in the first instance seek to find the positives in their day and encourage them to stay on track. This person is their assigned Mentor for the duration of the tracker. At pick-up, they will discuss with the parent, with the child present, how they are progressing.

At the end of the week, the class teacher will liaise with the and the behaviour co-ordinator (BC) (if the BC is the class teacher, then the deputy) to decide if the child can come off the tracker, as they have met their desired targets.

Beyond the Behaviour Tracker

In rare circumstances, further measures may be required. If this is the case, a discussion with the SLT, parents, board of governors and any other senior member of staff will take place to create an individualised action plan for what will be extraordinary circumstances.

You can see all of this in the following flow-chart.

Behaviour Continuum, Phase 2 – Pre-Prep

2x TimeOut in 1 week (logged on CPOMs)

A meeting is convened with the parents, class teacher and the behaviour co-ordinator (BC) (Deputy to be present if BC is also the class teacher)

Ongoing and Persistent TimeOuts (logged on CPOMs)

The child is placed on a tracker with three specific goals decided by the class teacher and relayed to parents, with sad, middling and happy faces for teachers to circle at the conclusion of each session. A consistent tracker, with predominately happy faces allows the children to move back off.

Further Escalation (logged on CPOMs)

Further escalation represents a major escalation may then require further steps, at the discretion of the Head, including suspension or exclusion. Each situation will be approached appropriately based on the individual circumstances.

Phase 2, for students in EYFS

Roundtable Meeting

If students reach a consequence and an accompanying time-out with the behaviour co-ordinator (BC) (if the BC is the class teacher, then the deputy will be present), twice in one week, then this automatically triggers a roundtable meeting with the parents, the child, the class teacher and the deputy. Together, they will agree upon expectations for that child and agree to monitor things closely over the next week, to encourage and look for improvement in the areas of concern.

Behaviour Tracker

If, over a period of several weeks, a child continues to be flagged for time out, then they may be moved to a behaviour tracker. The class teacher and deputy or behaviour coordinator will sit down to come up with a specific target to focus on for improved behaviour choices, based on where issues are commonly arising. The child is then enrolled on to the tracker for a period of time (commonly 1-2 weeks, but extendable, if the Deputy and the class teacher deem it necessary).

The tracker features a smiley face selection for each lesson, with a smiley face being the desired outcome based on the targets, a neutral face being a mixed outcome and a sad face being a failure to meet the agreed upon targets. Each class teacher will mark where they believe the child was in their lesson. Whilst we want to encourage children to be responsible, it may be that the child requires a TA or teacher to make sure that their tracker moves between classes with them. Most lessons are with a class teacher, so this will rarely be an issue.

At the end of the day, the teacher will review their behaviour tracker and send it home for parents to see in the communication book.

At the end of the week, the class teacher will liaise with the and the behaviour co-ordinator (BC) (if the BC is the class teacher, then the deputy) to decide if the child can come off the tracker, as they have met their desired targets.

Beyond Behaviour Tracker

In rare circumstances, further measures may be required. If this is the case, a discussion with the SLT, parents, board of governors and any other senior member of staff will take place to create an individualised action plan for what will be extraordinary circumstances.

You can see all of this in the following flow-chart.

2x TimeOut in 1 week (logged on CPOMs)

A meeting is convened with the parents, class teacher and the behaviour co-ordinator (BC) (Deputy to be present if BC is also the class teacher)

Ongoing and Persistent TimeOuts (logged on CPOMs)

The child is placed on a tracker with three specific goals decided by the class teacher and relayed to parents, with sad, middling and happy faces for teachers to circle at the conclusion of each session. A consistent tracker, with predominately happy faces allows the children to move back off.

Further Escalation (logged on CPOMs)

Further escalation represents a major escalation may then require further steps, at the discretion of the Head, including suspension or exclusion. Each situation will be approached appropriately based on the individual circumstances.

The steps outlined here are intended for use in the day to day moments that occur on site, in classrooms and around the school building, as well as on excursions, trips and during travel time. We have an extensive Cyberbullying Policy, which explores how we approach unacceptable behaviour choices online.

Removal From Class

If a child's is dangerous or having an outsized impact on the learning or day to day experience of other pupils, than they may be escorted out of a classroom for a short period of time to reset and reflect upon what has happened. It is important to us that children continuing to be educated as much as possible. Therefore, it would require a serious incident to ask a child to leave the classroom. An example would be if a child has received their consequence and the accompanying sanction. At this point, if their behaviour continued to be unacceptable, they might be asked to leave temporarily.

Once the threshold has been met, the class teacher should, as the first point of call, ask a teaching assistant, if once is available, to escort the child from the classroom to the Deputy Head's office. They should also log the incident on CPOMS. If there is no TA available, the teacher should contact the Deputy Head to come and collect them. If neither of those are an option, then the teacher should use the "I need help card" in their classroom and send a child to fetch the nearest member of staff and, as a last resort, ask a TA in an accompanying class to escort them.

If the Deputy Head is unavailable, the child should be escorted to the Headmaster.

Once the child has reached the Deputy or the Head, then they will discuss and reflect with the child on what has happened. The Deputy and the Headmaster will decide if there is a further escalation needed and also the scheduling and timing of the child returning to class. They will also contact parents.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Children

How children can be good citizens at Kensington Wade:

- By respecting others and others opinions
- By taking responsibility for your actions (age appropriate)
- By understanding your actions and choices, and the impact that they can have on others
- By having compassion and empathy for others
- By knowing that learning and teaching cannot take place without sound discipline
- By listening to your peers and teachers

Intervention which Requires Physical Restraint

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary.

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

The incident should be documented.

The Headmaster 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.

Corporal punishment is unlawful in all circumstances. The School Standards and Framework Act 1998 states that the corporal punishment of a child cannot be justified by virtue of the position of a teacher or any other person who has lawful control or charge of a child being *in loco parentis*, i.e. in the place of the parent. The ban on corporal punishment applies to all schools. Corporal punishment is defined as doing anything to a child, for the purpose of punishment, which would constitute battery.

However, anything done to avert an immediate danger of personal injury or damage to property would not be considered to be corporal punishment.

Physical restraint training is conducted by all staff every year via an online platform. Every 3 years, there will be in person physical restraint training for all staff.

Miss Kathryn Bailey is Deputy Head – Behaviour and DSL. Mr Brandon Lacey is EYFS and Pre-Prep Behaviour Co-ordinator.

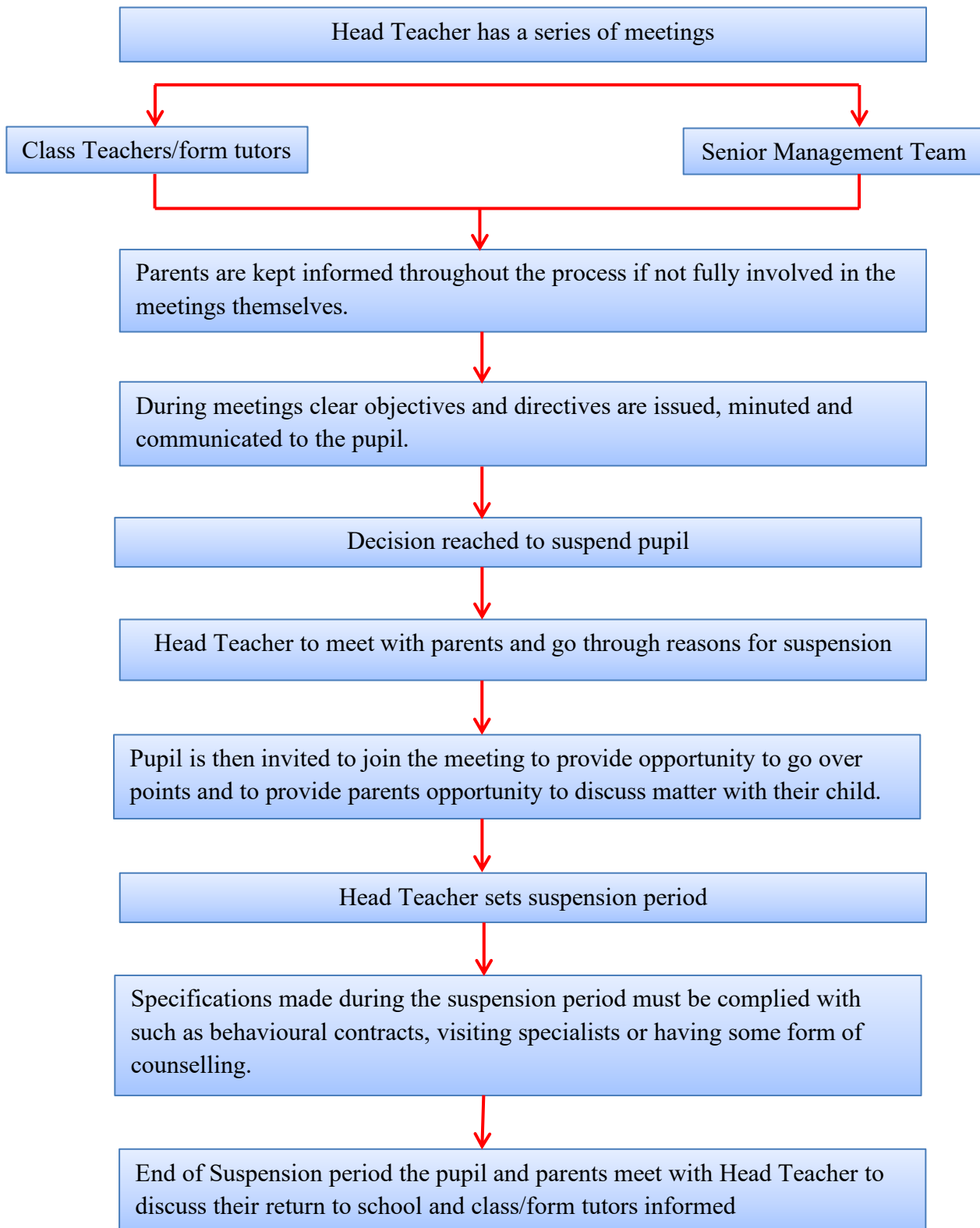
Banned and Restricted Items

Children are not allowed to bring personal toys, unless it is for show and tell, onto the school premises. Additionally, we do not allow mobile phones on site, unless under exceptional circumstances. If the phone has been allowed on site, with the Headmaster's permission, the child will not have access to it during the day. Further detail on this is available in our Mobile Telephone policy.

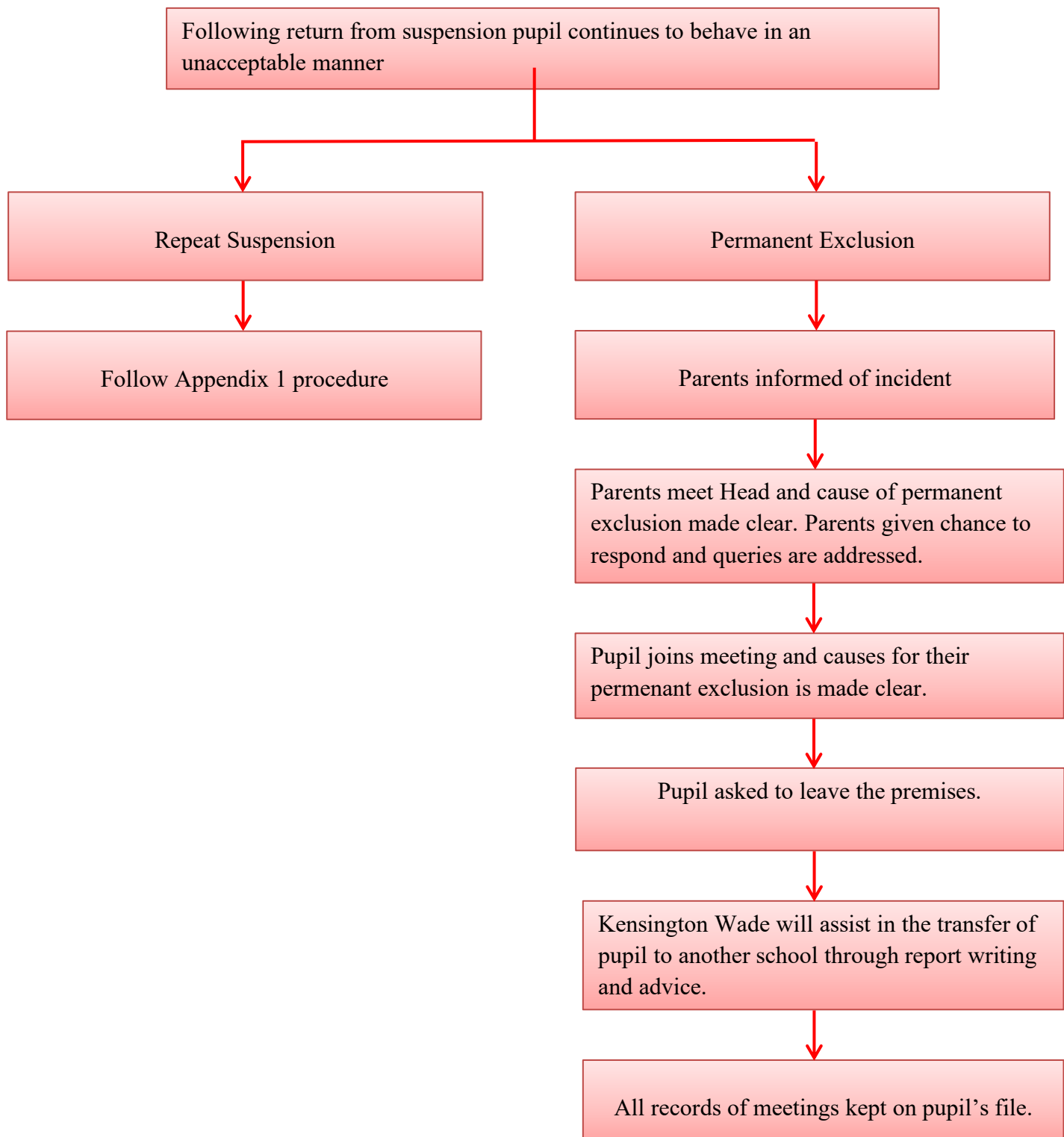
Suspension

Suspension from school will be as a direct result of several acts of poor behaviour or, in some cases, will be as a direct result of one major action of misbehaviour. Before suspension is reached a pupil will normally have gone through various stages of the discipline policy. If the pupil continues to misbehave the procedure in Appendix 1 and 2 will be followed.

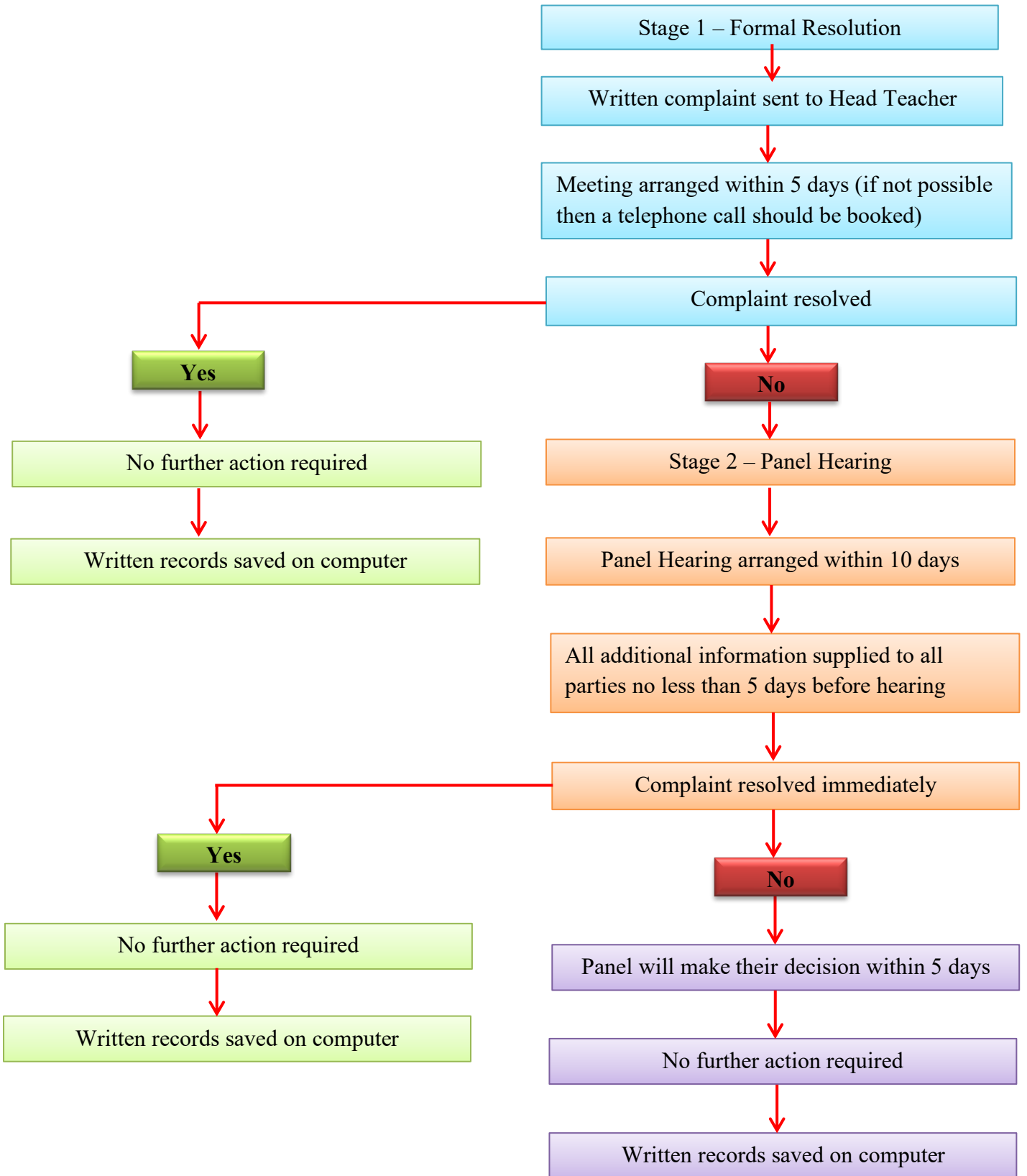
Appendix 1



Appendix 2



Appeals Procedure Table



Linked Policy

Equality of Opportunity Policy

Anti-Bullying Policy

Cyber-Bullying Policy

Safeguarding and Child Protection Policy

Use of Mobile Phone Policy