



Behaviour Policy

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Summary of changes and reviews

Version	Date	Summary of amendments	By
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1.1	1 Sep 22	Policy reviewed and updated	NR
2.0	22 Sep 22	New System of Sanctions implemented	NR/SD
3.0	Sept 23	Change in system to CPOMS, House point collection, Zones of Regulation and new academic year start	SD



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BEHAVIOUR POLICY

(WHOLE SCHOOL INC. EYFS)

Introduction

This policy has been drawn up with regard to the guidelines contained in:

- DfE Guidance '[Behaviour and Discipline in Schools](#)' (DfE January 2016)
- '[Statutory Framework for the Early Years Foundation Stage](#)' (DfE April 2021) (particularly the second overarching principle of 'Positive relationships' as well as the 'Personal, Social and Emotional Development' Prime Area of Learning.) There is a section of the EYFS policy that deals with procedures for the managing of behaviour in the EYFS.
- The policy also takes note of the [National Minimum Standards for Boarding Schools](#) (DfE Sept 2022 2015), particularly Standard 12 – 'Promoting Positive Behaviour and Relationships.'

Safeguarding and Child Protection are of the utmost importance at Hatherop Castle School. This policy should be read in conjunction with the whole school 'Safeguarding and Child Protection Policy' and Accessibility Plan which can be found on the school website.

This policy acknowledges that the school has a legal duty under the '[Equality Act](#)' (2010) in respect of:

- Safeguarding
- Pupils with special educational needs (SEN)
- Ensuring that any punishment does not breach any other legislation, e.g. respect for ethnicity, religious belief, gender, sexual orientation and human rights.

Aims

At Hatherop Castle School we aim to create a welcoming and caring environment where relationships are based on respect and to develop a positive self-esteem and sense of self-discipline in each child (including EYFS pupils). The staff at Hatherop Castle School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school. We actively encourage curious children who challenge and question, who can reason and justify and who are engaged and interested in the world around them; but who are balanced in terms of respect, knowing the boundaries and politeness.

This document allows all staff to encourage high standards of behaviour from the pupils (including EYFS pupils) at Hatherop Castle School but also to provide information and guidance which will enable all members of staff to deal with discipline problems that may arise within our school, in a consistent and positive manner.

Our core aim in this policy is to establish and develop attitudes and behaviour that set high regard and respect for self, others and the school environment to:

- Provide information for staff, children and parents about acceptable forms of behaviour in our school.
- Provide a referral document for staff and parents.
- Put forward suggestions for ways of dealing with problems as and when they arise.
- Help ensure a consistent approach when dealing with disciplinary issues.



Principles

The aim of discipline should be to guide children towards a set of values in line with fundamental British values and build on the foundations of our core Hatherop values of *Happiness, Adventure, Teamwork, Honesty, Encouragement, Respect, Opportunity and Perseverance*. Rewards and sanctions exist to both motivate the individual pupil and sustain the harmony of the community. For discipline to be fair and effective, certain principles should be followed. These are:

- Rules and standards of behaviour and the reasons for them must be clearly explained and defined. Children must know the expectations and how to meet them. Expectations are clearly displayed in the School Planner and children are asked to sign the Code of Conduct agreement to acknowledge they understand them. Tutors will continue through the year to highlight these principles.
- Consequences should enable the child to learn from their mistakes and give adequate pastoral support to enable all individuals to achieve this based on their age and stage.
- When sanctions are given, it is important that consequences are actioned and explained in a timely manner and that children can move on from their learning swiftly.
- Self-correction and self-reflection are actively encouraged and celebrated.
- All staff should be aware that the use of corporal punishment or physically striking a child in any way is banned. Teachers may only use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person.
- It is school policy not to evict poorly behaved and/or disruptive pupils from the classroom simply to wait outside the room. If a pupil is sufficiently ill-behaved, uncooperative or disruptive to make his or her continued presence in the lesson a problem then staff should send another child to the school office. Office staff will contact a free member of the SLT who will come to collect the child. The situation will be followed up immediately by the member of staff sending the child out in consultation with the member of the SLT.
- Most instances of less than expected behaviour should be dealt with by the member of staff involved using the recognised sanctions. However, more serious cases of poor behaviour should be referred to the Head of Phase (Middle or Upper) in the Prep School, or where applicable to the Head of Pre-Prep via the form tutor. In severe cases the Deputy Head should be involved and the Head in extremely severe cases. It is important for consistency and continuity that these lines of communication are followed in all situations. The Head might also be informed in more sensitive cases where contact with parents becomes necessary.
- In the event of a serious breach of the behaviour policy by a pupil, an appropriate sanction will be applied in most instances by the Head. This may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence has been committed. Due to the sensitive nature of such allegations, each case will be treated on an individual basis. Cases of malicious accusations against a member of staff will be dealt with by the Head. If the Head is the subject of the allegation, this will be dealt with by the CEO of the Wishford Board Sam Antrobus.

Parental Involvement

It is the School's policy to work closely with parents to ensure the happiness and development of all the children at Hatherop. Parents can access this policy from the school website and we encourage parents to contact the school at an early stage when they feel there are issues which need to be addressed which have come to light at home (please see Anti-Bullying Policy). Class Teachers, Form Tutors and Heads of Phases should be the first point of contact for parents with pastoral issues and teachers in these roles should



feedback to parents on the children's welfare on a regular basis, reporting minor issues which have come to light on a day to day basis. More serious disciplinary issues should be passed to the Heads of Phases or Deputy Head who will contact parents in these situations, or for very serious incidents refer the matter to the Head who will contact parents.

Children with Special Educational Needs and Disabilities

Staff should be familiar with those children who have Special Educational Needs or Disabilities (SEND) within the school and understand that some children with SEND may not recognise that they are behaving inappropriately or that their own behaviour may be seen by someone else as inappropriate. Staff in the first instance should contact the Special Educational Needs Coordinator (SENCo) if they have concerns or worries with how to deal with such situations. The SENCo meets weekly with the Deputy Head/Heads of Phases to discuss these matters and keep a log of incidents.

Rewards

Recognition of good behaviour is a key factor in our behaviour policy. It is our aim to ensure that all positive actions are encouraged and, where possible acknowledged with a reward.

- **Verbal praise** is extremely important and should be prevalent in all our contact with the children.
- **House Points** are a useful method of reward and can be awarded by any member of the teaching staff (including peripatetic teachers) to all pupils. House Points can be given for good work, for effort with work at school or at home or for a positive contribution to a lesson. They can also be awarded for responsible, helpful behaviour which, amongst other things, could include honesty, courage (both physical and moral), kindness, thoughtfulness, persistence, tidiness, initiative, politeness etc. They can also be given as a reward for participating in an extra activity which enhances the life of the community. House Points are entered into children's house point booklets and they are awarded a physical token to contribute to the school collector tubes. A record is made on the school system each week by the child's Form Tutor.
 - A House Points tally for individual children is kept throughout the year. When a child reaches a certain number, they are presented with a certificate during Friday celebration assembly:
 - 40 house points – Bronze Certificate
 - 80 house points – Silver Certificate
 - 120 house points – Gold Certificate
 - 160 house points – Diamond Certificate
 - 200 house points – Platinum Certificate
 - Lists of House Points by house are produced each week and the average per house per week is read by the Head on Friday's celebration assembly. The house with the most House Points is read at the end of term and this number plays a significant part in the awarding of the termly House Shield (although other inter house competitions also contribute to this).
- Children can also be rewarded with **Praise Postcards**. These are hand written notes which acknowledge acts of kindness, politeness or effort in class. They aim to raise individual confidence or self-esteem and show children in a physical manner that we notice and we care about their small acts which can make a big difference to the community.



- **Head's Awards** are given by the Head at Friday's celebration assembly for exceptional or outstanding work or behaviour. A certificate is awarded along with 5 House Points. Staff should contact the Head with nominations for these awards.
- At the end of each term at a special assembly **Values Champions** are awarded and receive a certificate from the Head and have their names displayed in the Values Champions board. There are winners for each of the eight values in each of the Pre-Prep, Middle School and Upper School. Winners are those who have embodied the school values the most and are chosen by staff in each of the phases.
- At the end of the Trinity Term there is a formal **End of Year Prize Giving** ceremony where awards (cups, shields, certificates or books) are awarded across a number of different subjects and categories to children across the school representing effort and progress across the entire school year.

Sanctions

The school uses sanctions to encourage pupils to accept personal responsibility for their actions. There is a standardised system of escalation to the awarding of sanctions for differing types of behaviour. All sanctions are recorded onto CPOMS and the Deputy Head completes the behavior log in 3SYS as a record of the sanction being completed. Sanctions are monitored by Heads of Phases working with Form Tutors, as well as by the Deputy Head.

- An **R1** and **B1** can be awarded by any member of staff and is not recorded onto 3sys. They are in essence a warning that affords children the opportunity to self-correct without worry of immediate consequence. They allow for equity in response to all our pupils, accommodating and making adjustments for each individual child where needed. Examples could be a child with SEND who has difficulties processing and moderating their response vs a pupil in a position of responsibility who is expected to lead by example. R1s centre on our Hatherop value of respect both for themselves and for school. Examples of R1s include answering back, interrupting, talking over others, standards of uniform and hair or jewellery being worn, a lack of manners or eye-rolling; this is not an exhaustive list. B1s centre on our Hatherop value of Happiness for all/Behaviour to others. Examples of B1s include physical or rough play with unintended hurt sustained by one or more pupils, being disruptive in class, unkindness, only thinking of own needs, ignoring instructions, rudeness about another, not respecting boundaries; this is not an exhaustive list. The number of R1s or B1s issued is at teacher discretion and based on the individual pupils needs.
- An **S1** can be awarded by any member of staff. It is recorded onto 3sys as a pastoral note. Parents are not informed of an S1 but they will be monitored and repeated S1's over a week will result in an S2. Three S1s in a week will equate to an S2. Those who receive an S1 in any week will complete a detention the following breaktime with a member of SLT and 3 points will be deducted from their house. Staff must see the Heads of Phases as soon as possible after the sanction has been issued. Heads of Phases will directly contact form tutors. Heads of Phase and Deputy head with record in 3sys as a sanction record. The Deputy Head will generate the behaviour log from these entries. An S1 may be given for:
 - Heightened off task or disruptive behaviour once B1 or R1s have been given (appropriate to the age, stage and needs of the child)
 - Repeated running in corridors
 - Not following school rules or given boundaries



- Not telling the truth when asked
 - Offensive comments
 - Defiance
 - Low level damage to, or not respecting, school property
 - Signs of physical aggression to another
- An **S2** can only be issued in consultation with the child's Form Tutor with Heads of Phase and/or Deputy Head. S2s may be issued for repeated S1 behaviour. An S2 follows the same principles as an S1 in terms of recording, next day detention and house point deduction. It is the Head of Phase responsibility to contact the child's parents to inform them that the S2 has been given (or contact the Head of Boarding for full or overseas boarders). An S2 may be given for an escalation of unacceptable behaviours of an S1. Three S2s in a half term would equate to an S3.
 - An **S3** is awarded by the Deputy Head or Head in consultation with a Form Tutor and Heads of Phases and other staff where necessary. A Saturday morning detention is given and the Deputy Head will contact parents and invite them into school to discuss the sanction. An S3 may be given for an escalation of S2 unacceptable behaviours. This includes, but is not exclusive to vandalism, theft, repeated or extreme offensive comments or behaviour, major acts of disruption, physical violence towards another person.
 - An **S4** is issued by the Head in consultation with other relevant staff. The Head will contact parents and it may result in a fixed term internal or external exclusion. An S4 may be given for an escalation of S3 behaviours and is considered on a case-by-case basis.

All sanctions should be regularly monitored and tracked to identify trends or repeated patterns of behaviour and these can inform meetings with parents about children or end of term Tutor reports. Form Tutors and Heads of Phases will monitor individual children across S1s and S2s. The Deputy Head will monitor across the school for generalised patterns and work with the SENCo to monitor trends across vulnerable children.

Progression – Including Fixed Term and Permanent Exclusion

In the event of continued poor behaviour further actions of support may be considered. These might include the following, based on the individual child's need, but are not exhaustive;

Performance/Behaviour Cards are used to encourage effort in the classroom in cases of repeated poor work, but they can also be used in situations of repeated unacceptable behaviour. Performance Cards are not always designed to be seen as a punishment, more a way of rewarding improvement or meeting agreed targets.

Should a pupil not respond to procedures, a **Pastoral/Behaviour Care Plan** may be drawn up with the input of the form teacher, the Phase Leader, the Head, the child's parents and the child themselves where appropriate. This would also be regularly reviewed through tutorials with the child and with staff at staff meetings. (It should be noted that Pastoral Care Plans are also used where a child may require additional support from staff for wellbeing purposes, so not all children on a Pastoral Care Plan are on them for behavioural reasons).

If a pupil commits a very serious breach of the school rules or persistently exhibits behaviour which is unacceptable in the community, the Head has the right to **exclude** a child for a **fixed term** or **permanently**.

Decisions will not be made in isolation and will always be in consultation with parents. The outcomes will be recorded as part of the school behaviour log in 3sys and on CPOMS.



In the very rare event of a permanent exclusion the Head will follow safeguarding protocols to ensure the child's health, safety and welfare are paramount. The Head may follow the Children in Care protocol as an alternative if felt appropriate. The Wishford Executive Chairman would be kept informed of all decisions. Every assistance will be given to help the parents and child find alternative full-time schooling.

Parents will be allowed to appeal the decision and details of this appeal will be explained in a letter to the parents.

Record Keeping and Monitoring

Rewards and Sanctions are recorded and logged on CPOMS by all teaching staff, with completed sanctions recorded and logged on 3sys by Deputy Head or Head/Phase Leaders . Form Tutors should regularly check the progress of Rewards and Sanctions for their children and feedback back to parents when appropriate and during Parents Meetings or in Tutor Reports. Heads of Phases along with the Deputy Head will monitor trends and patterns with the awarding of sanctions and will meet weekly to discuss these. The SENCo will monitor trends amongst vulnerable children.

All incidents will be logged on CPOMS as incidents. The Head, Deputy Head and Heads of Phase will add actions to the notes on CPOMS. Serious disciplinary issues are also recorded in CPOMS along with incidents of bullying. A behavior log is also kept on 3Sys for those who have attended detention. These logs are overseen by the Deputy Head .

Incidents and developments are raised and discussed in weekly meetings and at Staff Meetings with all staff. The Deputy Head will also informally discuss classes with relevant Form Tutors on a regular basis.

Physical Intervention

Hatherop Staff, including EYFS staff, will not give corporal punishment to a child. Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property. Hatherop staff understand that physical intervention is not corporal punishment and that corporal punishment is an offence.

All members of school staff have a legal power to use reasonable force. Such force should only be used to prevent children from injuring themselves or others or damaging property, for example but not exclusively, to prevent a pupil from attacking a member of staff or another pupil, to stop a fight in a playground or restraining a pupil at risk of harming themselves. Physical force is not permitted as a punishment and it would be unlawful to do so. Reasonable adjustments should be made to the use of reasonable force for children with SEND.

All occasions when physical intervention is used (as outlined above) should be recorded and parents should be informed that day or as soon as is reasonably practicable.

Further information can also be found in the Department for Education July 2013 paper '[Use of reasonable force; Advice for Headteachers, staff and governing bodies](#)'.

Behaviour and Discipline in the Early Years

There are two named practitioners responsible for behaviour management in the EYFS; **Mrs Lucy Riley** in the Nursery and **Mrs Ellie King** in Reception.

Positive Reinforcement:

In the Nursery each class operates a collaborative marble in the jar reward system resulting in a group treat once the jar is full. Any member of staff can add a marble/pom pom to reinforce positive behaviour.



In the Pre-Prep the visual cloud system is followed. There are 5 stages ranging from a sunshine to a lightening cloud. All children start each day on the neutral cloud and move up or down depending on their behaviour. At the start of each year each class discusses and agrees to their list of 'moving up' or 'moving down' behaviours. These are found and recorded in the pupil planner. This creates a set of class rules which the children have ownership of.

There are positive rewards for ending the day on the sunny spells or sunshine.

The system allows children a chance to correct their behaviour and return to a positive position before the end of the day. However, if a child lands on the lightening cloud, there is a consequence of missing an appropriate amount of their next break time. Children can be awarded housepoints in conjunction with this system.

Should a pupil's behaviour not meet our expectations according to their stage of development, the following stages apply

- The pupil will be gently reminded of the appropriate behaviour.
- Should a serious incident occur during the school day parents of children involved will be contacted by email to explain the situation.
- If the inappropriate behaviour persists over a period of time, parents will be contacted and an informal meeting will take place to discuss expectations of behaviour at home and at school. A strategy for dealing with inappropriate behaviour will be agreed upon. **Eg.** The child may be removed from the situation to sit beside an adult for a short period of time. If the behaviour persists or is deemed to be severe, the child may be given a period of time out to compose themselves. **At all times the adult will explain to the child why the behaviour is unacceptable, acknowledge their feelings and work with the child to find a constructive solution to the conflict.**
- Mrs King will also take a weekly 'repair time' during a break time should this been deemed an appropriate consequence to the behaviour displayed. These will be logged as sanctions in 3Sys and on CPOMS and discussed between Heads of Phase and the Deputy Head or Head where necessary.

Where a child's behaviour has resulted in the injury or serious upset of another child, the parents of both children will be contacted. Every effort will be made for this to happen at the same time and before or at the next collection time. The parents will be informed of the incident with a description of what happened and how it has been dealt with eg first aid administered or sanction imposed. An entry for this will also be completed on CPOMS.

At all times the Head is kept informed of individual children's behaviour. In cases of severe disruption and persistent inappropriate behaviour the Head may request a meeting with the child's parents to discuss the possibility of an appointment with an educational psychologist or behaviour specialist.

- Physical intervention by an adult is seen as inappropriate **except** when used to prevent an accident such as a child running into another or to prevent an injury or damage to him/herself during a temper tantrum for example. Giving comfort to children by holding them whilst they are distressed or upset is not seen as physical intervention.
- Positive behaviour is at all times rewarded and encouraged through the use of stickers, house points, special responsibilities and praise from adults and peers.
- Corporal punishment is neither used nor threatened at Hatherop Castle School.



Guidelines for Staff Dealing With Behaviour in School

As a staff we actively encourage good behaviour by:

- Sound, caring relationships between staff and pupils.
- High expectations of our children.
- Well matched and motivating activities.
- A positive approach to developing self-esteem.
- An open and supportive partnership with parents.
- Thoughtfulness and respect for colleagues and Head.
- Setting good examples in our own behaviour.

We can promote good behaviour with our children by:

- Positive attitudes to develop children's self-esteem - no sarcasm.
- Valuing individuals – everyone has some good to build on.
- Levels of independence and responsibility increase self-worth. Staff must plan and manage activity/task in such a way that the child can achieve what is required.
- Congratulate children when behaving well.
- Establish class and school rules with pupils' involvement.
- Ensure environment reflects positive attitudes through effective displays and encouraging children to tidy as they go.
- Thoughtful and caring interactions.
- Reflect on problems. How can repetition be avoided?
- Use proper names at all times.
- Develop ownership of behaviour and consequences.
- Voice levels – avoid shouting except in extremes.
- Actively show compassion and warmth in your interactions.
- Listen without judging.

Classroom management

"The problem of disruption can be significantly reduced by helping teachers to become more effective classroom managers".

Well organized and delivered lessons help to secure good standards of behaviour. Teachers should:

- Know their children as individuals i.e. know their names, friends and interests.
- Plan and organise both the classroom and lessons to keep pupils interested and minimize opportunity for disruption i.e. furniture layout, groupings of children, matching work to ability, pacing lessons, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events.
- Continually observe or scan the behaviour of the class.
- Be aware of and control their own behaviour i.e. tone of voice, manner.
- Model the standards of courtesy they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make rules for classroom behaviour clear to pupils from the beginning. These should be displayed in the classroom.



- Make sparing and consistent use of reprimands i.e. be firm not aggressive, target the right pupils, criticize behaviour not pupil, be fair and consistent, and avoid sarcasm.
- Analyse their own classroom management and learn from it.

Taken from “Discipline in Schools” – Lord Elton

Strategies to use in class

- Ask child to explain what has happened.
- Speak firmly and explain why behaviour is unacceptable.
- Isolate child from group/activity.
- If necessary work with the child individually.
- Restrict movement for a period of time.
- Apply the appropriate Sanction
- Award good behaviour – involve Head/other staff/other children/use rewards system.
- If the unacceptable behaviour continues, then move up the Sanctions chart.

Implementation of any Reward or Sanction must be fair, consistent and non-negotiable. They must be applied with care and concern; aggression answered with aggression reaffirms the negative. Rewarding the individual with specific targeted and personal praise is highly effective, highlighting poor behaviour should be done in a general context and not targeted at an individual pupil.

Causes for Concern

The following behaviour should be a concern to the teacher and should not be tolerated:

- Lack of respect for people, belongings and resources.
- Aggressive and anti-social behaviour.
- Disruptive behaviour.

Zones of Regulation

“Behaving oneself” requires our students to carry out a desirable action whilst simultaneously thinking, monitoring and controlling their behaviour on many fronts. This is as true to school life as it is to home life. Self-Regulation can go by many names, such as self-control, self-management and impulse control. It is defined as a state of alertness both of the body and of emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However that same state would not be appropriate in the library, or a maths lesson for example.

From September 2023 lessons and learning activities will be implemented and designed to help our pupils recognise when they are in different zones as well as learn strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the students should hopefully gain; an increased vocabulary of emotion; become better skilled at reading other people’s facial expressions; gain greater perspective about how others see and react to their behaviour; develop insight into events that trigger their behaviour; build calming and alerting strategies and deepen their problem-solving ability.

It is important to note that everyone experiences all of the zones – the red and yellow zones are not “bad” or “naughty”. All of the zones are expected at one time or another. The zones of regulation are intended to be neutral and not communicate judgement. The four zones are explained below and parents and staff are encouraged to model and share this language at home.



The Zones

We can categorise all the ways we feel and act into four groups or zones. We use the four zones to describe how our brain and bodies feel.

When you are in the **Blue Zone**, your body is running slow, such as when you are tired, sick, sad or bored.

When you are in the **Green Zone**, like a green light, is when you are “good to go”. If you are in the green zone you may feel happy, calm and focussed.

When entering the **Yellow Zone** – proceed with caution and slow down! The Yellow Zone describes when you are about to lose control, such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, anxious or surprised. It is a good idea to use caution when you are in the yellow zone.

The **Red Zone** is reserved for extreme emotions such as terror, uncontrolled anger, aggression and elation. When you are in the Red Zone you are out of control, have trouble making good decisions and must STOP.

For further information on how use of the zones will help benefit our pupils’ performance at school, at home, and in future work – please visit www.zonesofregulation.com and/or <https://www.socialthinking.com/social-thinking-methodology>

