

PUPIL BEHAVIOUR, DISCIPLINE AND EXCLUSIONS POLICY

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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 for 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.

The Golden Rules

These Golden Rules 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 also 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.

✠ DO BE GENTLE

✠ DO BE KIND AND HELPFUL

✠ DO WORK HARD

✠ DO LOOK AFTER PROPERTY

✠ DO LISTEN TO PEOPLE

✠ DO BE HONEST

The House Point System

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 EHB House Point System is the formal mechanism by which children are rewarded at Eaton House Belgravia.

The boys are allocated, on entry to KG, 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 boys to feel part of an internal community
- To allow the boys to experience healthy competition as part of a group
- To elevate and promote our school ethos and culture
- To engage the boys with the wider community

House points (HP) are awarded for following the Golden Rules. When a child is given a house point, they are told why they are being given it as part of the praise that follows. All house points are stored on the Online House Point system, which is based off of ClassDojo, but customised for the school.

There are some special awards that will earn children additional house points:

- Merit certificates (given for academic progress – 3HP)
- Sports Commendations (given for excellent progress in a sports session – 2HP)
- Sportsman Awards (given for excellent attitude and effort in sports over a longer period of time – 5HP)
- Head of House Awards (given for academic excellence – 5HP)
- Weekly Decorum Award (given for excellence in Decorum sessions – 5HP)
- Headmaster’s Commendation (given for an outstanding individual project – 10HP)

All of these awards are shared and celebrated with the entire school, on a weekly basis, in Friday Merit Assembly.

In addition, for a Head of House award, students bring their work to their Housemaster/Housemistress to discuss their achievement and to receive a Head of House coloured token. These go in four house tubes in the school foyer and are a visual representation of the Head of House achievements earned by each house.

In addition, for a Headmaster’s Commendation, the work in question is placed on the Headmaster’s Commendation board, in the Anteroom outside of the Headmaster’s office.

As a further incentive, when children hit certain thresholds for numbers of HP earned, they receive Milestone Badges (also awarded in Merit Assemblies). These then belong to them and are pinned on the lapel of their blazer.

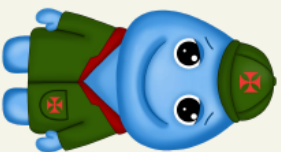
The Milestone Badges are:

- Bronze (100HP)
- Silver (200HP)
- Gold (300 HP)
- Diamond (450 HP)
- Emerald (600 HP)

By using the house point system, and reinforcing good behaviour, we help children to move forward positively.

See the summary of the House Point System Below.

HOUSE POINTS AT EATON HOUSE BELGRAVIA



House Points are stored on the online House Point System, which every teacher uses.

Each student has an Eaton House Belgravia avatar, which is the same colour as their house - **blue, red, green and yellow.**



Pupils can earn House Points by following the **Golden Rules:**

1. Being gentle
2. Being honest
3. Being kind
4. Listening carefully
5. Respecting property
6. Working hard



Over time, pupils achieve Milestone Badges for earning House Points.

There are five Milestone Badges :
Bronze, Silver, Gold, Diamond and Emerald.



Milestone Badges are celebrated in Merit Assemblies on Friday.

There are some special achievements that get extra House points, such as Head of House, Merit Certificates, Sports Commendations and Headmaster's Commendations.

The Verbal Warning System

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

All students 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 – a *first verbal warning*.

The first verbal warning 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.

A *second verbal 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 awarded if a child hadn’t rectified their previously noted behaviour with a *first verbal warning*, or if they had made an additional negative behaviour choice. This would be 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.

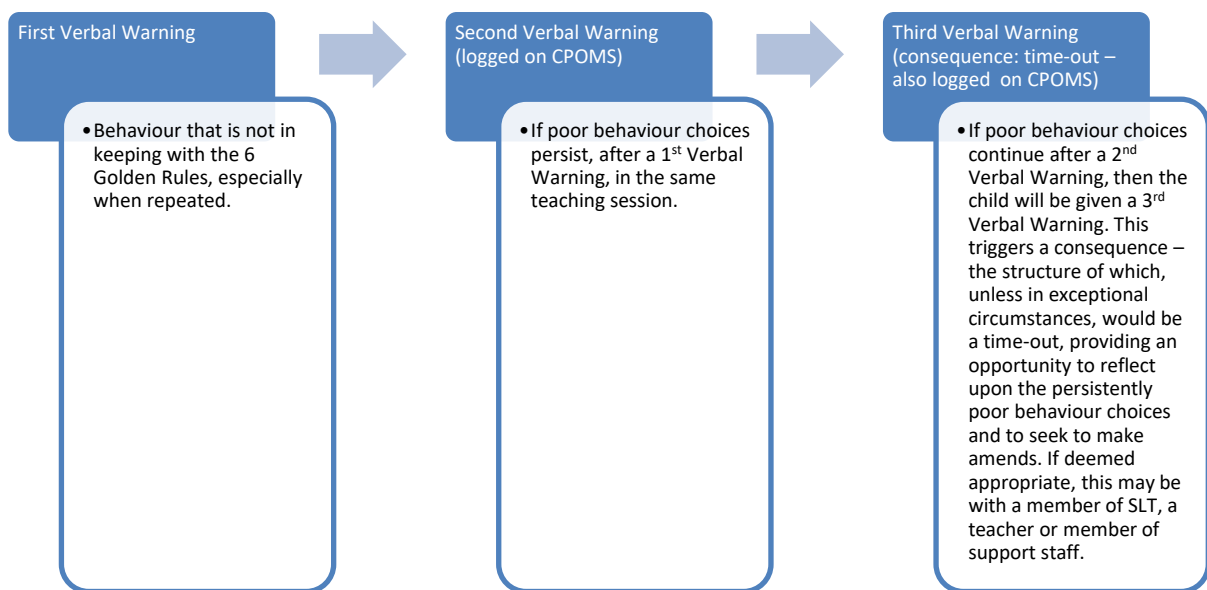
A *third verbal warning* is another escalation and as such comes with a consequence, which all children are aware of. The Prep & Pre-Prep and the EYFS each require different degrees of response and as such, at the third verbal warning, the range of responses within the verbal warning system begin to differ (but are similar, always, in tone).

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

For students in the Prep and the Pre-Prep

A third verbal warning comes with *an in-school time out*, with a member of the SLT, at break time, for five to ten minutes. The SLT member is e-mailed by the class teacher to inform them that the child will be joining them and why. The SLT member 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. This is all logged on CPOMs. See the following flow-chart.

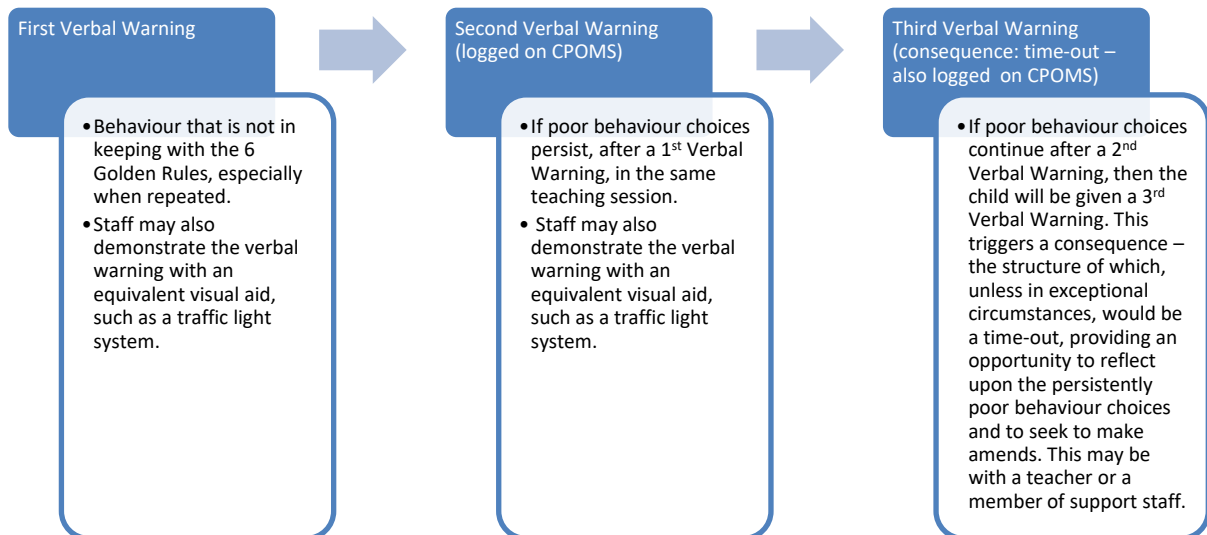
The Verbal Warning System (Prep and Pre-Prep)



For students in EYFS

A third verbal warning comes with *an in-class timeout* with the teacher at the time, who will explore with them 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. This is all logged on CPOMS. See the following flow-chart.

The Verbal Warning System (EYFS)



Further Steps

If poor behaviour choices continue to be made by a child following a third verbal warning and the accompanying response, then a child may be escalated, with further steps being taken. 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 and distilled down into our Golden Rules.

These further steps continue to have 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.

Further steps are tailored differently for the Prep, Pre-Prep and EYFS.

Further Steps for the Prep

After School Time-Out

If students reach a third verbal warning 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, generally on a Friday, between 4 and 4.30 pm.

Target Tracker

If, over a period of several weeks, a child continues to be flagged for time out, then they may be moved to a target 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 signs on to the tracker for a period (commonly 1-2 weeks, but extendable, if the Head/Deputy Head and the class teacher deem it necessary). They are then accountable to both their assigned Target Tracker Mentor and to their parents. Note that trackers may also be used earlier in the process, if the SLT believe it would be useful for the child, particularly as an additional source of structure.

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 – or an equivalent visual three tier system. 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.

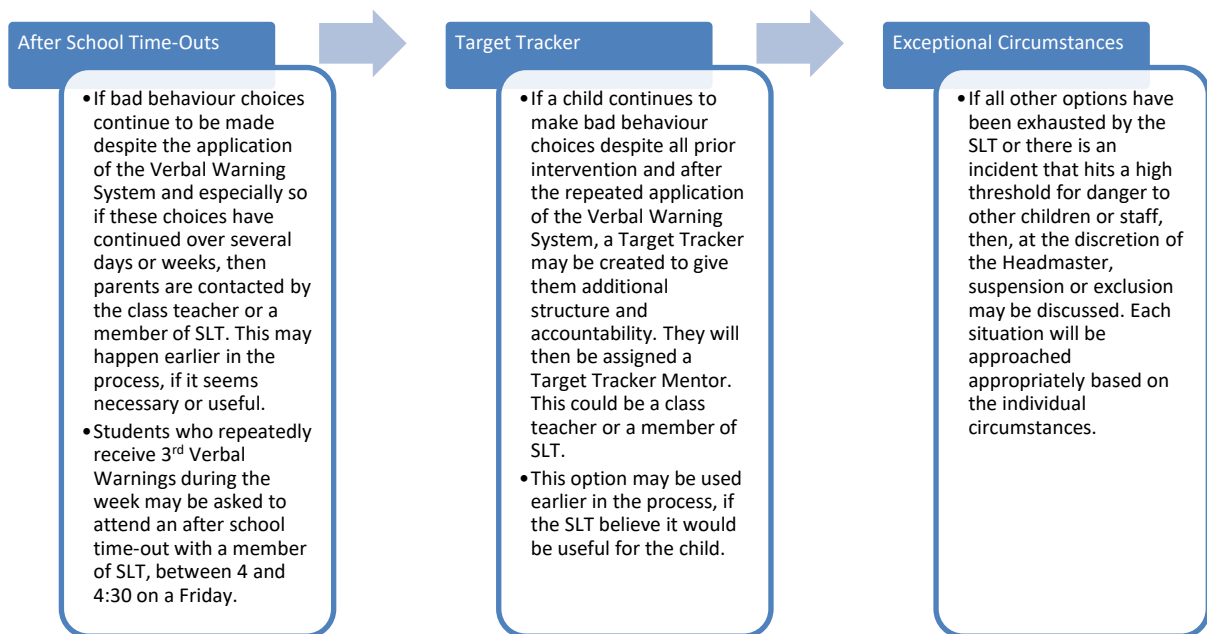
At the conclusion of the week/s, the Mentor (and/or the Deputy, if the Deputy is not the Mentor) will sit down to discuss with the child whether they have hit their targets and can come off of the Target Tracker. Parents are informed based on the outcome.

Exceptional Circumstances

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 relevant senior member of staff may take place to create an individualised action plan for what will be deemed extraordinary circumstances – including the potential for suspension and/or expulsion, at the discretion of the Headmaster.

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

Further Steps for the Prep



Phase 2, for students in the Pre-Prep

Roundtable Meeting

If students reach a third verbal warning 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 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.

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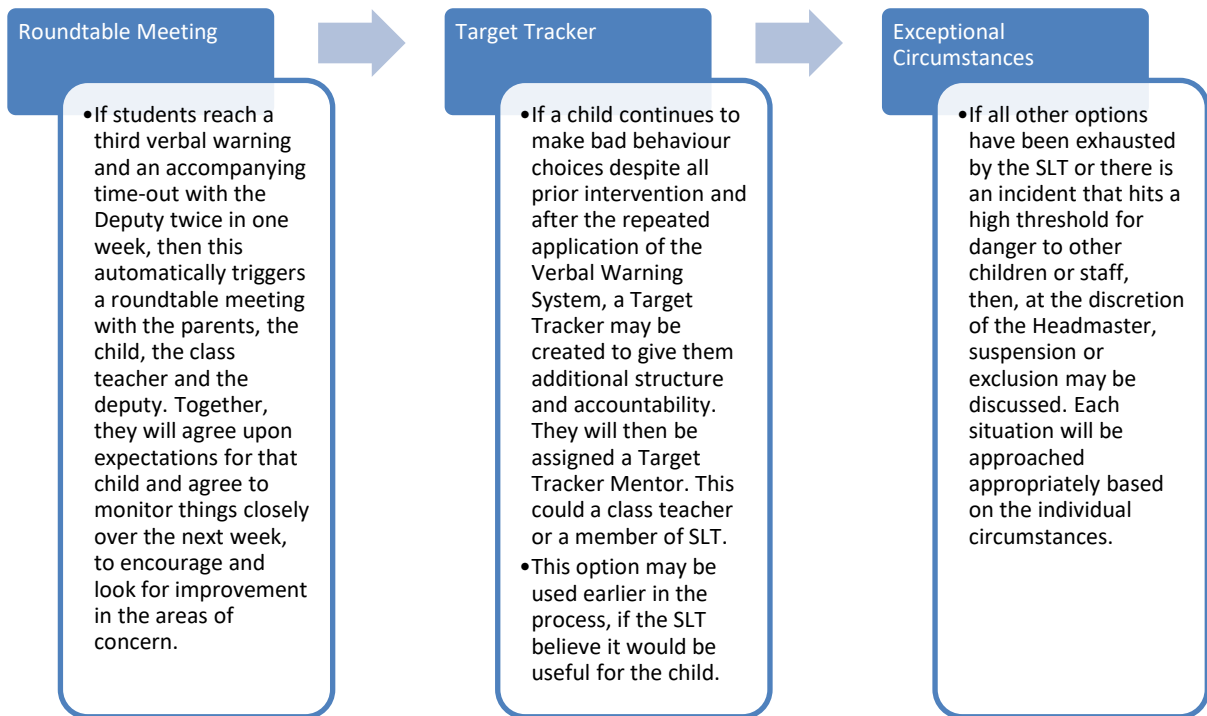
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Further Steps for the Pre-Prep



Phase 2, for students in EYFS

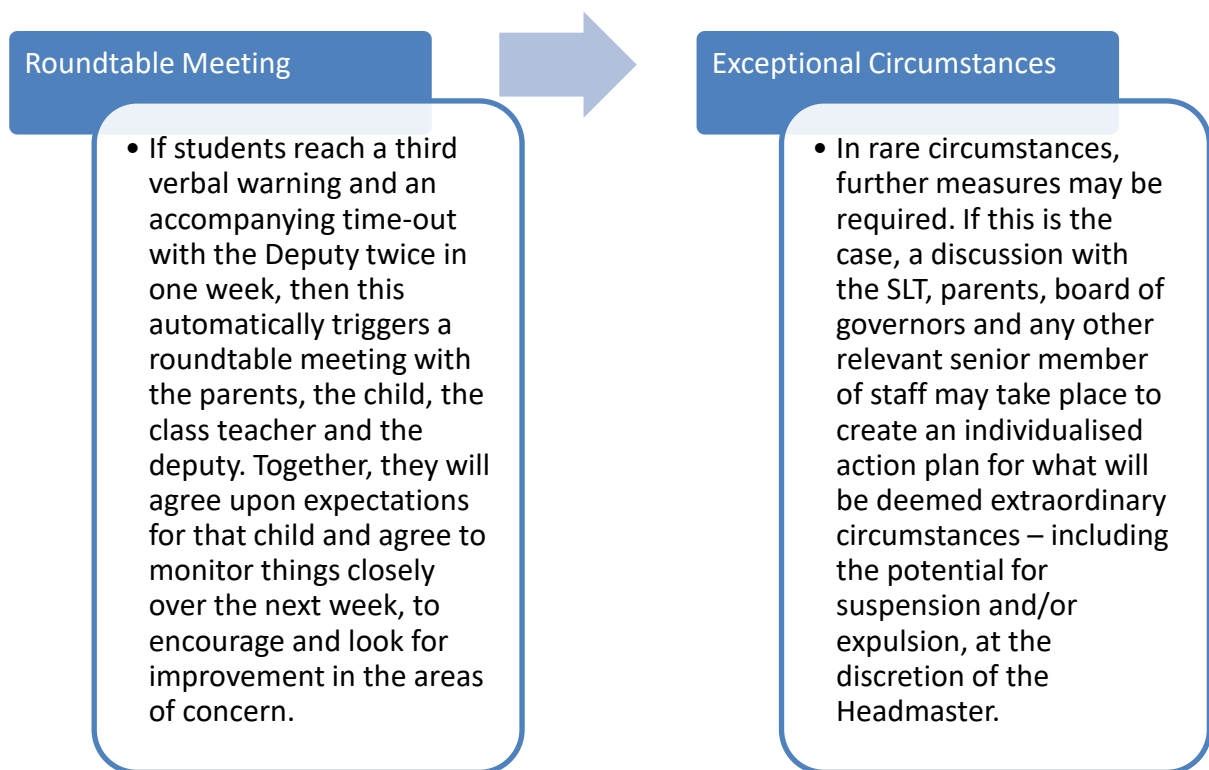
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You can see all of this in the following flow-chart.



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 is dangerous or having an outsized impact on the learning or day to day experience of other pupils, then 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 third verbal warning 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 available, to escort the child from the classroom to a safe, quiet space. They should also log the incident on CPOMS. If there is no TA available, the teacher should contact a member of SLT to come and collect them. If neither of those are an option, they can, as a last resort, ask a TA in an accompanying class to escort them.

Once the child has reached a member of SLT, then they will discuss and reflect with the child on what has happened. That member of SLT will decide if there is a further escalation needed and also the scheduling and timing of the child returning to class. They may also contact parents, dependant on the nature of the incident.

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

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.

Mr Brendan O'Keeffe is Pre-Prep and Prep Behaviour Co-ordinator.

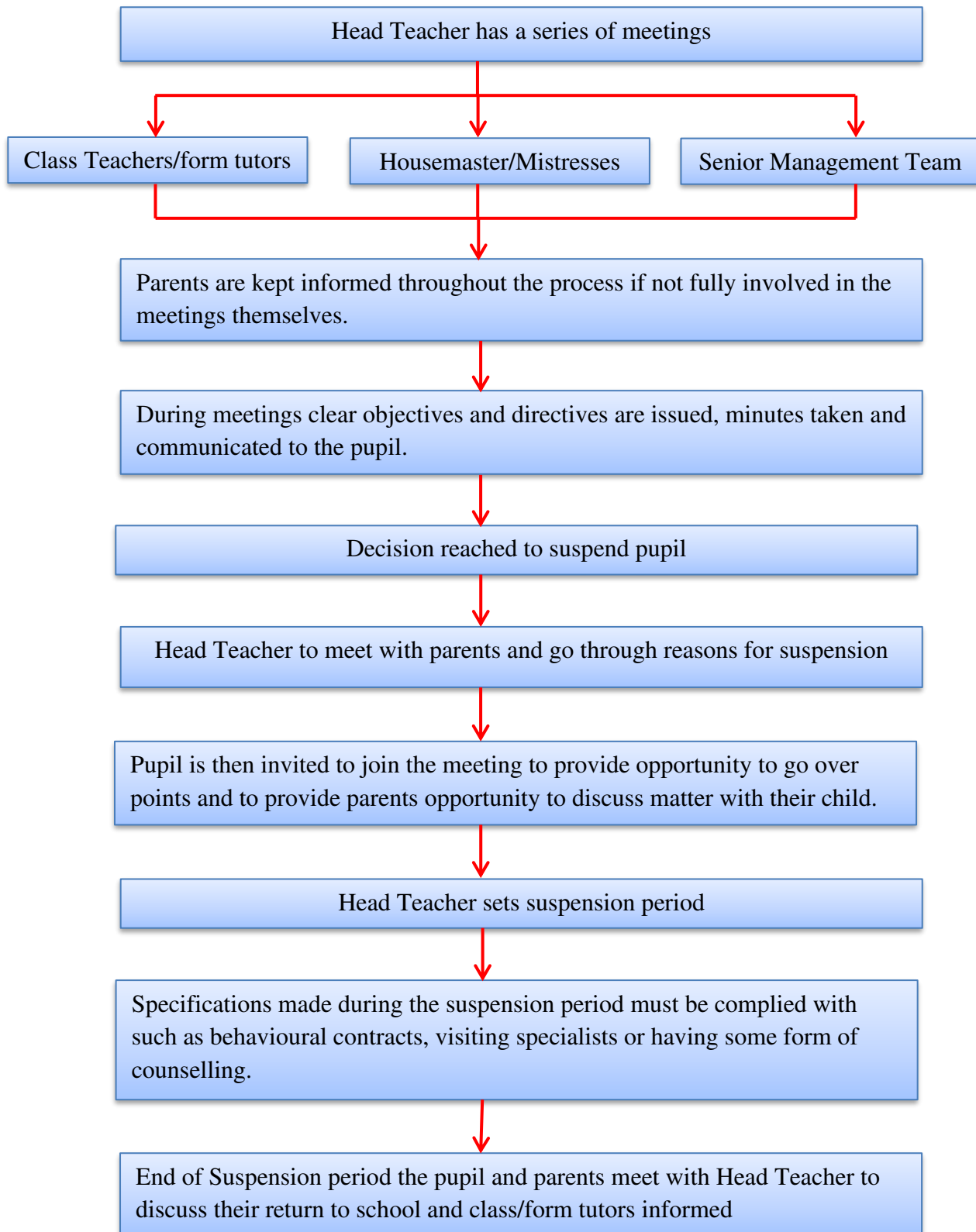
Banned and Restricted Items

Children are not allowed to bring personal toys 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.

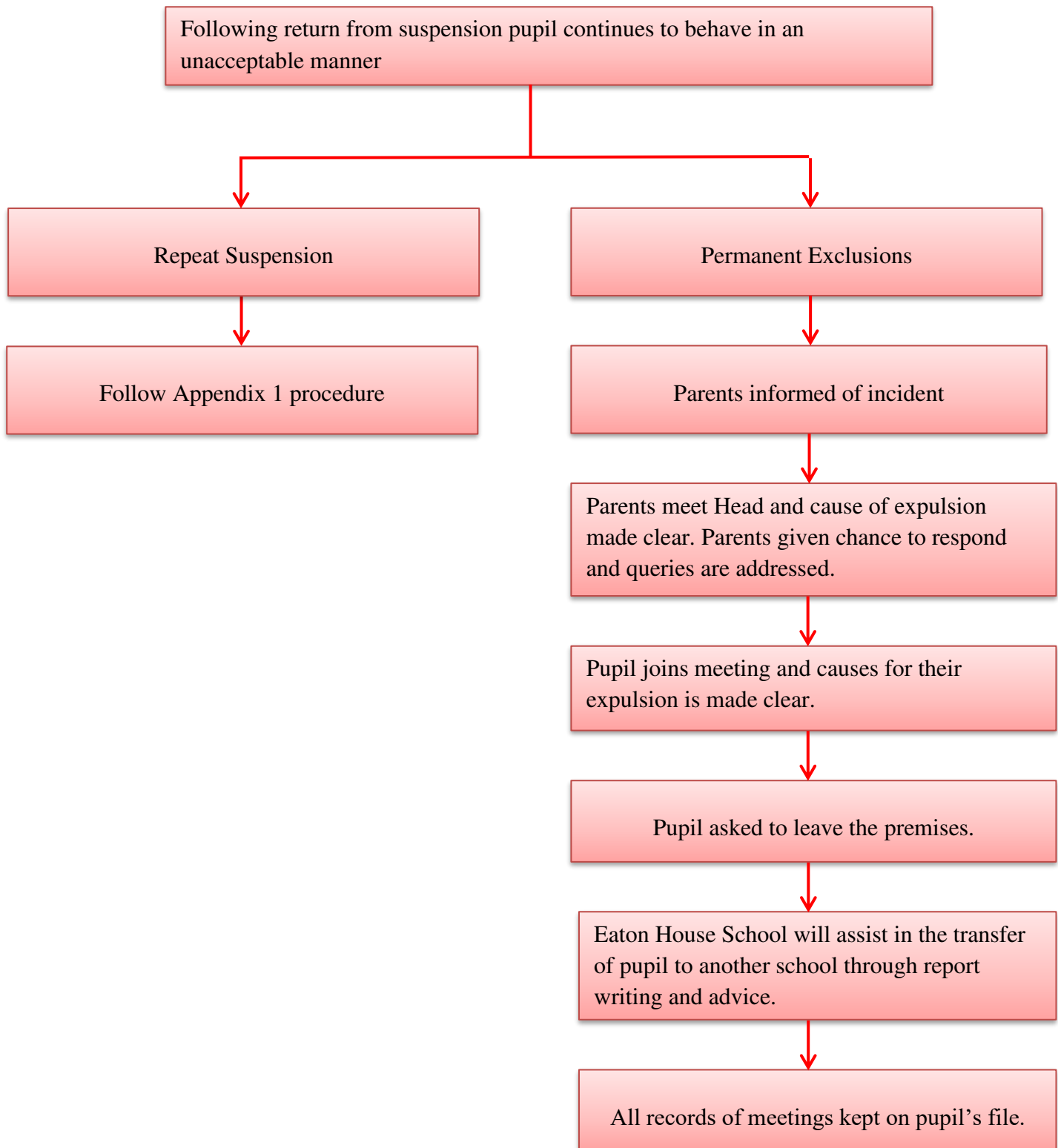
Suspension and Expulsion

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 persist in serious misbehaviour, the flow diagrams in Appendix 1 and Appendix 2 provide examples of the processes that may be adopted.

Appendix 1



Appendix 2



Linked Policies

Equality of Opportunity Policy

Anti-Bullying Policy

Cyber-Bullying Policy

Safeguarding and Child Protection Policy

Use of Mobile Phone Policy