

# Pre-Prep Pupil Behaviour, Discipline and Exclusions Policy

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# Aims of Eaton House Schools

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- To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people.
- To nurture each child's gifts and talents, enabling them to access a wide range of future opportunities to care for every child, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals.
- To embed a culture that promotes a love of learning, where every child develops the confidence to embrace new experiences, learn from mistakes and take measured risks.
- To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose.

## **Aims of this policy**

This policy applies all pupils in the Pre-Prep.

- To encourage pupils to develop good behaviour through participation in processes of positive reinforcement by providing a range of rewards for pupils of all ages and abilities.
- To promote a consistent approach to behaviour which is supported and followed by the entire community: children, parents and teachers.
- To cultivate a caring, family atmosphere, and a safe and happy environment in which teaching and learning occurs.
- To manage behaviour in an understanding and considerate manner in the hope of achieving sustainable progress with individual pupils and the school community.
- To consider the various contributory factors – personal and educational – that may cause a pupil to have difficulty in managing his own behaviour.
- To ensure all pupils are treated with dignity and respect in relation to their behaviour, in the hope of positive change, and a growth mindset.
- To teach, through the curriculum, values and attitudes that promote responsible behaviour, encourage self-discipline and pupils' respect for themselves, for other people and for property.
- To ensure pupils understand the distinction between less serious and more serious misbehaviour, and the range of sanctions that will follow.

# Responsibilities

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- The Head has overall responsibility for the Pupil Behaviour, Discipline and Exclusions Policy and its implementation.
- The Deputy Head has day-to-day oversight and management of Pre-Prep behaviour processes.
- The Pre-Prep Behaviour Champion supports staff in the consistent application of the behaviour policy and its practical development.
- Heads of Houses and Year Coordinators support the Sanctions Plan in addition to demonstrating strong and positive pastoral leadership in their respective Houses or year groups.
- Teaching staff implement the provisions of the Pupil Behaviour, Discipline and Exclusions Policy on a daily basis.

# Eaton House Values

The management of all pupil behaviour is with due regard to the Eaton House Values, which were formulated with the character development and wellbeing of pupils in mind, enabling the school to function effectively as a place of learning. The Eaton House Values were developed in consultation with all members of staff at Eaton House Schools. They are displayed throughout the school and they are referred to frequently as the foundations of the school's common life.



In addition to the Eaton House Values, classroom rules may be introduced by Class Teachers, often with pupil input.

# The House system

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The House system is designed to support effective pastoral care and behaviour management in the school. Pupils are placed in a House upon entry to the school and remain in that House for the duration of their school career; siblings are placed in the same House.

- **Heads of House** are members of staff who agree to undertake this responsibility. They lead house assemblies and support Class Teachers in the pastoral care and behaviour management of pupils in their Houses.
- **House Captains** are appointed to each House at the beginning of every autumn term from pupils in Year 3. They are expected to be mature role models for their respective House and the rest of the school.

|                 |
|-----------------|
| <b>Arundel</b>  |
| <b>Balmoral</b> |
| <b>Stirling</b> |
| <b>Windsor</b>  |

The aims of the House system are:

- To support effective pastoral care and behaviour management in the school;
- To provide pupils with the opportunity to belong to a supportive and cross-year team;
- To allow pupils to enjoy friendly competitive activities as part of a team, and to earn points for their team: 'House Points';
- To provide the boys with strong adult role models – the Head of House and House staff – and pastoral care.
- To provide a catalyst for social cohesion within the school.

The importance of the corporate nature of the House system is emphasised to the boys regularly. They are encouraged to work together in order to enable their House to succeed. House assemblies occur fortnightly.

## The House system (cntd)

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At the start of each academic year, every pupil is provided with a Bronze House Point certificate, upon which he affixes any House Points awarded. Upon its completion, the pupil gives the certificate to the Head or, in the Head's absence, the Deputy Head, so that the pupil may be provided with the next level of certificate and so that the completed certificate may be presented to the pupil publicly at the next whole-school assembly.

This process is repeated through each of the levels of certificate outlined below.

| Certificate level | Number of House Points required to complete certificate |
|-------------------|---|
| Bronze            | 50  |
| Silver            |   |
| Gold              |   |
| Ruby              |   |
| Emerald           |   |
| Diamond           |   |
| Titanium          |   |
| Chromium          | 100   |
| Tungsten          |   |

At the end of each term, the boy in each House who has been awarded the most House Points is awarded a prize at the termly prize-giving ceremony.

# Positive reinforcement

A central aim of this policy is to encourage pupils to develop good behaviour through participation in processes of positive reinforcement. In the Pre-Prep, positive behaviour management strategies culminate in the awarding of **House Points**, **Merits**, **Good Shows** and **High-Five Awards** for academic and non-academic achievements, for effort, for being caring, and for all aspects of good work and behaviour that demonstrate one or more of the Eaton House Values.

- **House Points** are awarded for effort, strong work, impressive behaviour and pleasing demonstration of the Eaton House Values, which may include extra-curricular activities or out-of-school pursuits. Class Teachers receive an email reminder every Thursday to submit class house totals via an online form. Weekly results are announced during Monday's assembly, with the House Captains of the winning House being awarded the House Bear.
- **Merits**, worth **five** House Points each, are awarded for excellent effort, work or strong behaviour, and consistent demonstration of the Eaton House Values.
- **Good Shows**, worth **ten** House Points each are awarded by the Head to pupils who have demonstrated exceptional work. The Head sees pupils on teachers' recommendations.
- **High-Five Awards** are awarded by the Deputy Head to pupils who have upheld one of the Eaton House Values (below) to an exceptional degree. The Deputy Head sees pupils on teachers' recommendations.





# Categories of behaviour

The school operates a three-tier ratings scale – green, yellow, red – for categorising behaviour. A non-exhaustive list of behaviours that would fall into each category may be found below.

| Green behaviours – ‘Green to Go’ (Ready to Learn)   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Demonstrating the Eaton House Values</li><li>• Good listening</li><li>• Good sitting</li><li>• Thinking carefully</li><li>• Sharing</li></ul>   | <ul style="list-style-type: none"><li>• Taking turns</li><li>• Keeping safe</li><li>• Following instructions</li><li>• Sensible lining up / walking</li><li>• Using equipment with care</li></ul>                 |
| Yellow behaviours – Minor / Occasional Breaches of Discipline   |   |
| <ul style="list-style-type: none"><li>• Interrupting or distracting others</li><li>• Calling out</li><li>• Answering back / mild rudeness</li><li>• Not listening to or following instructions</li><li>• Excessively physical play – ‘rough play’</li></ul>   | <ul style="list-style-type: none"><li>• Upsetting others</li><li>• Unkind language</li><li>• Selfish ‘mean’ behaviour</li><li>• Low responsibility for belongings and / or kit (Year 2 and Year 3 only)</li></ul> |
| Red behaviours – Major Breaches of Discipline   |   |
| <ul style="list-style-type: none"><li>• Persistence in yellow behaviours, after three warnings</li><li>• Stealing</li><li>• Damage to school property</li><li>• Severe physical violence</li><li>• Swearing or using threatening language towards pupils and / or adults</li><li>• Words or acts of discrimination towards others</li></ul> |   |

# Sanctions

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During the school day, in the context of positive reinforcement of desired behaviours, there may be times when pupils do not demonstrate right behaviours or uphold the Eaton House Values. Negative behaviours are expected to be challenged firmly and consistently by staff throughout the school. Pupils are taught to understand that falling short of the Eaton House Values leads to a sanction.

Staff should, whenever possible, challenge and resolve disappointing behaviour themselves in the first instance. If they consider that further action needs to be taken, they may escalate the response to the next stage in the behaviour management process (see below).

**Minor / occasional breaches of discipline** (yellow behaviours, above) are generally addressed by the Teacher in charge in a caring, supportive and fair manner, with consideration of the age and understanding of the pupil in relation to any sanctions applied. Each case is treated individually and considered in context.

**Major breaches of discipline** (red behaviours, above) include severe physical or verbal violence towards an adult or a pupil, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, persistent refusal to work and seriously disruptive behaviour in class.

When a teacher imposes a sanction on a pupil, the pupil is reminded that he is responsible for his own actions and choices. Pupils are expected to understand the difference between right and wrong with increasing sophistication as they mature, supported by guidance from teaching staff, assemblies and the PSHE curriculum. If a teacher is involved in disciplining a pupil who is not a member of his or her class, he or she is expected to inform the pupil's Class Teacher at the earliest opportunity.

Careful consideration is given to vulnerable pupils, for example pupils who may be experiencing disruption at home or bereavement, when Class Teachers, Heads of Houses, the Deputy Head or the Head, evaluate appropriate sanctions for such pupils.

## Removal of House Points

A single House Point may be removed from a pupils' certificate after one verbal warning has been given to a pupil concerning his behaviour. If the pupil persists in the misbehaviour, then the pupil will be asked to provide his House Point certificate to the teacher, so that the House Point may be removed. Subsequent House Points may be removed through complete repetition of this process.

# Sanctions plan

A consistent, fair and graduated scheme of sanctions is detailed below; all staff are expected to fulfil their responsibilities outlined in the sanctions plan, below. This plan is founded on the 'Categories of Behaviour' (p9), and it outlines the use of proportionate, escalating sanctions for behaviour that persistently fails to uphold the Eaton House Values. The school reserves the right to omit certain elements of the plan, should a boy's misbehaviour warrant it.

|                                  |   |
|----------------------------------|---|
| Class Teacher                    | <p>Any of the following behaviour management strategies / sanctions may be applied:</p> <ul style="list-style-type: none"> <li>• Loss of a House Point and referral to Head of House or Year Coordinator for pupil to explain behaviour;</li> <li>• If appropriate, and only after a clear verbal warning each time, exclude pupil from up to three break times for a maximum of ten minutes each time;</li> <li>• Class Teacher inform pupil's parents, and may offer to meet with them, as appropriate.</li> </ul>  |
| Head of House / Year Coordinator | <p>Any of the following behaviour management strategies / sanctions may be applied:</p> <ul style="list-style-type: none"> <li>• Informal behaviour accountability at beginning and end of each day with Head of House or Year Coordinator;</li> <li>• Arrange for pupil to work in isolation from peers at certain times, as appropriate.</li> </ul>   |
| Deputy Head                      | <p>Any of the following behaviour management strategies / sanctions may be applied:</p> <ul style="list-style-type: none"> <li>• Include pupil's name on staff meeting agenda, so that all staff may be made aware of the behavioural issue(s), possible cause(s) and the action(s) taken.</li> <li>• Deputy Head records incident on CPOMS, an online pastoral tracking system, if appropriate.</li> <li>• Deputy Head informs pupil's parents, and offers to meet with them, with Class Teacher present.</li> </ul> <p>Any of the following behaviour management strategies / sanctions may be applied:</p> <ul style="list-style-type: none"> <li>• Time for reflection: pupil sits with Deputy Head during break time and writes about how he can improve his behaviour; a reflection sheet may be sent home (see Appendix 3);</li> <li>• A 'Stay' – lunchtime detention;</li> <li>• Behaviour record: pupil sets targets and opportunities for community service;</li> <li>• A <b>Behaviour Support Plan</b> may be implemented, in collaboration with the Class Teacher and Learning Enrichment Department, should it be of benefit to supporting the pupil;</li> <li>• Internal exclusion, as appropriate, up to maximum of two days.</li> </ul> |
| Head                             | <p>Any of the following behaviour management strategies / sanctions may be applied:</p> <ul style="list-style-type: none"> <li>• Deputy Head records any ongoing incidents on CPOMS;</li> <li>• Head informs pupil's parents, and offers to meet with them, with Deputy Head present.</li> </ul> <p>External suspension or exclusion, at discretion of Head, in communication with parents (see Appendix 1 and Appendix 2).</p>   |

# Behaviour support plans

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The school recognises that ‘some behaviours are more likely to be associated with particular types of SEND...Behaviour will often need to be considered in relation to a pupil’s SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.’ (*Supporting Behaviour in Schools*, Department for Education, September 2022, p14)

A **Behaviour Support Plan** may be formulated by the school, in consultation with a pupil’s parents or carers, to manage a pupil’s behaviours, proactively wherever possible, that are likely to be associated with particular types of SEND: ‘schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.’ (*Supporting Behaviour in Schools*, Department for Education, September 2022, p15)

# Physical restraint

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If a pupil violently attacks another pupil or adult and he does not respond to verbal requests to calm down, then exercising physical restraint may be necessary.

The pupil behaving violently is to be restrained and removed from the situation as soon as possible for his and others' safety and taken to the Head or the Deputy Head in his or her absence, who will take immediate action to communicate with the boy's parents.

The incident that required physical intervention on the part of an adult is to be recorded immediately.

The Head will work with staff and parents to devise an action plan to meet that pupil's needs and to prevent recurrence. This may include the involvement of other agencies: social services, psychological experts, 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.**

# Suspension and permanent exclusion

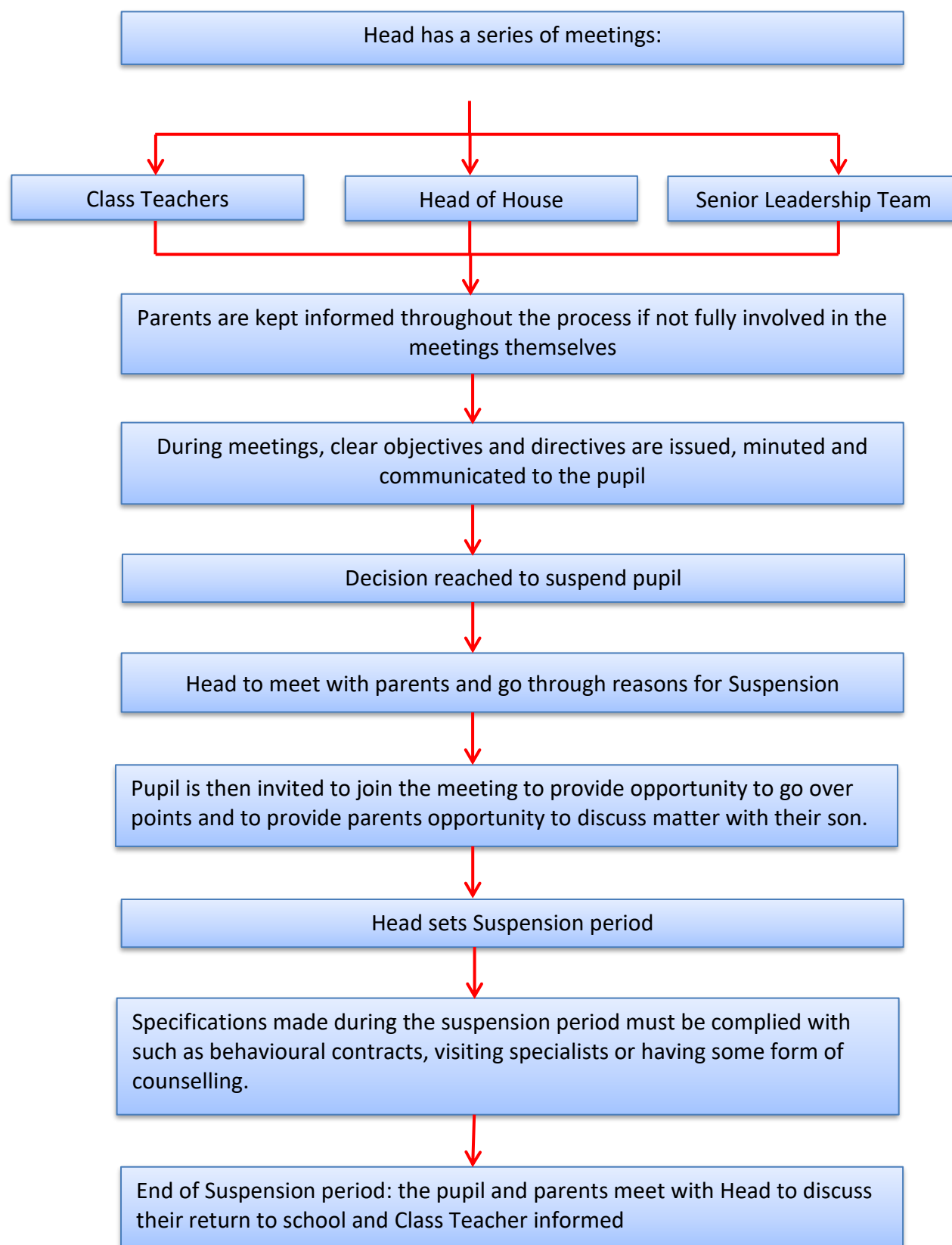
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Suspension and / or Permanent Exclusion from the school will be as a direct result of several acts of poor behaviour or, in some cases, will be as a direct result of one major act of misbehaviour.

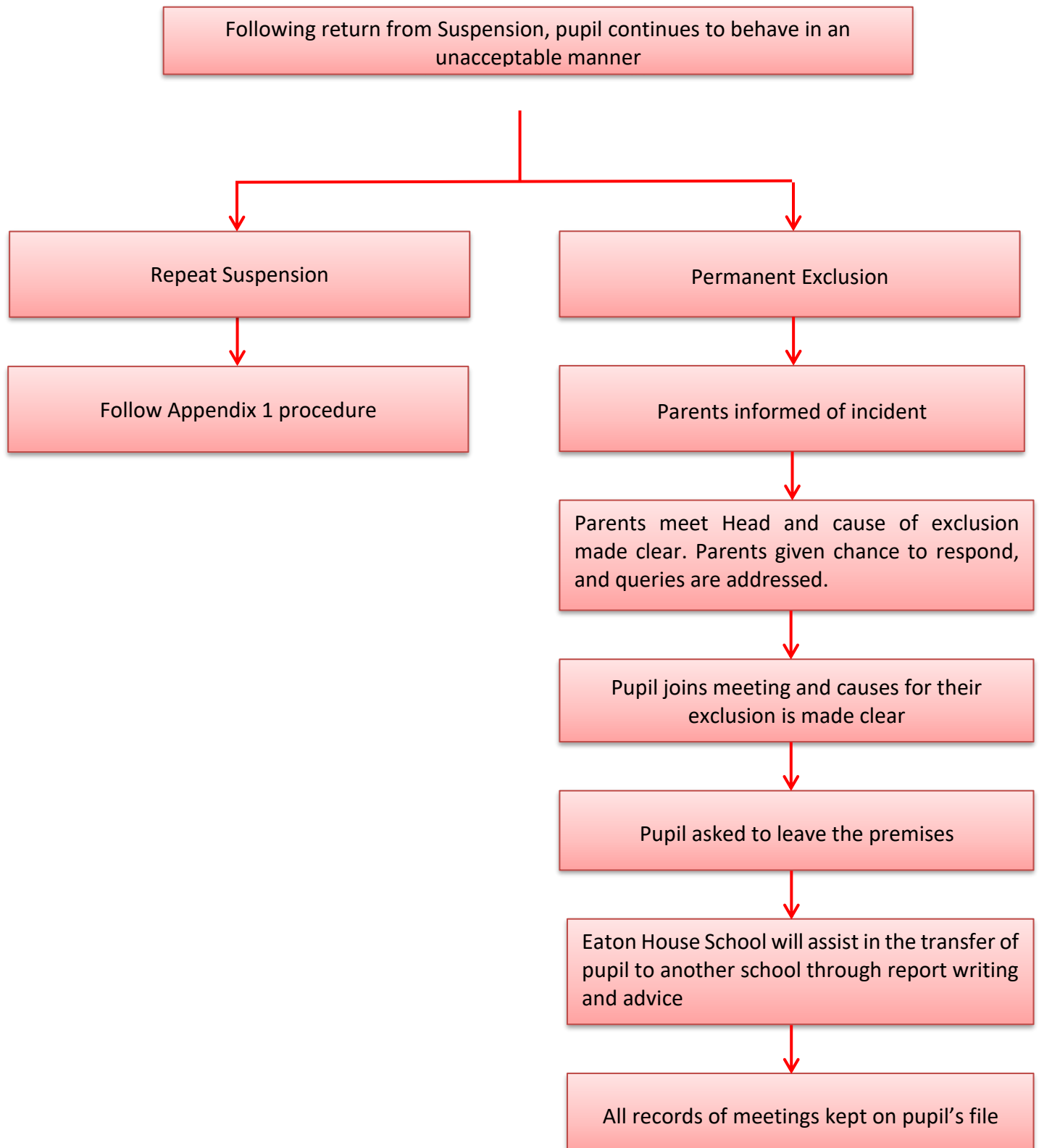
Before a decision to suspend or permanently exclude a pupil is reached, a pupil will usually have engaged with the various processes outlined in this policy.

If the pupil continues to persist in serious misbehaviour, the procedures outlined in Appendix 1 and Appendix 2 provide examples of the processes that may be adopted.

## Appendix 1 – suspension procedure



## Appendix 2 – exclusion procedure





## Appendix 3 – Reflection Sheet



Date:.....

At Eaton House The Manor Pre-Prep, boys learn how to make good choices regarding behaviour. Every boy has a responsibility to uphold our core values and to demonstrate them daily.

Today ..... did not make the best choice in relation to our values.

| Eaton House Values                | s |
|-----------------------------------|---|
| We value ourselves and each other |   |
| We are curious and brave          |   |
| We seek adventure and fun         |   |
| We are determined and bounce back |   |
| We act with kindness and respect  |   |

What did I choose to do?

.....  
.....

How did my behaviour make other people feel?

.....  
.....

What will I do to put right the effects of my actions?

.....  
.....

Next time, what would be a better choice to make?

.....  
.....

Pupil signature.....

Teacher signature.....

## Links to other policies

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This subject policy links to the following policies and procedures:

- Inclusion policy;
- SEND policy;

## Monitoring and review

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This policy will be reviewed by the Headteacher on an annual basis.