

Jack & Jill Family of Schools

Behaviour Policy

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework;
- Prepared with reference to Behaviour and Discipline in Schools (January 2016);
- The Education (Independent School Standards) (England) Regulations 2014
http://www.legislation.gov.uk/ukxi/2014/3283/pdfs/ukxi_20143283_en.pdf

Applies to:

- Jack & Jill (Early Years Foundation Stage);
- Nightingale House Pre-Preparatory; and,
- Clarence House Preparatory School.

Related Policies:

- Anti-Bullying Policy;
- Safeguarding Policy; and
- Exclusions Policy.

Who is this policy for?

- Staff and volunteers;
- Parents;
- External agencies.

Available from:

- School Office;
- School Website;
- SharePoint.

Monitoring and Review:

To be continuously monitored and reviewed by date below.

References:

- “Parents” refers to parents, guardians and carers;
- “School Kompanion” refers to the School’s Management Information System and is abbreviated to “KSM”;
- “Staff” refers to employees, peripatetic staff, external providers (including Kinder Club, Little Gym and Swimquest) or specialist staff provided by an external provider;
- The “School” refers to Jack & Jill Family of Schools, Nightingale House Pre-Preparatory and Clarence House Preparatory School (CHPS);
- EYFS refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group;
- “Strategic Leadership Team” refers to the team managing the School, currently including the Deputy Principal, Headteacher of Clarence House and Pre-Preparatory Lead Teachers.

- “Individual Behaviour Plan” is a set of measures agreed with the parents of an individual pupil at the School whose behaviour has reached a level requiring specific targets and measures;

Reviewer: Strategic Leadership Team

Review date: April 2019

Operational from: April 2019 to April 2020

Next review date: April 2020

Principal's Signature:

Nevea Papamark

The Jack & Jill Family of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their potential.

The Jack & Jill Family of Schools promotes equality of opportunity and anti-discriminatory practice. We ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. We promote the principles of fairness and justice for all through the education that we provide in our School.

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Section One: Policy

1. Introduction

The Jack & Jill Family of Schools promotes good behaviour amongst pupils by ensuring that:

1. A written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
2. This policy is implemented effectively; and,
3. A record is kept of the sanctions imposed upon pupils for serious misbehaviour.

This policy sets out details of:

- How the School promotes good behaviour, self-discipline and respect amongst pupils, and ensures pupils complete assigned work;
- How the School regulates the conduct of pupils; and,
- The sanctions to be adopted in the event of pupil misbehaviour.

Key points:

- Jack & Jill Family of Schools staff have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school;
- The responsibility to discipline applies to all Jack & Jill staff, including volunteers;
- Jack & Jill Family of Schools promotes good behaviour through the School rules and the use of rewards and sanctions.

This policy should be read in conjunction with our Anti-Bullying Policy, which sets out how the School works to prevent bullying.

2. Aims

The Jack & Jill Family of Schools aims to have:

1. A consistent approach to behaviour management;
2. Strong School leadership of behaviour management;
3. Strong classroom management;
4. Clear rewards and sanctions that are consistently applied;
5. Clear strategies for the teaching of good behaviour;
6. Support for staff, including training;
7. Effective pupil support systems;
8. Effective liaison with parents and other agencies;
9. Effective transition arrangements; and
10. Environments that help promote good behaviour.

3. Equality Act 2010

The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (S.E.N.D.).

4. The Role of Parents

The Jack & Jill Family of Schools works from the principle that parents are 'first educators'. We work collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

We explain the Behaviour Policy and associated procedures at our annual Curriculum Evenings, and we expect parents to support this policy.

If the School must use reasonable sanctions to educate a pupil, parents are expected to support the actions of the School. If parents have any concerns about the way that their child has been treated,

they should initially contact the class teacher; if the concern remains, they should contact the Deputy Principal / Headteacher of Clarence House. If these discussions cannot resolve the problem, the complaints process should be implemented.

5. The Role of the Principal

The Principal is responsible for;

- the standard of behaviour expected of pupils at the School, the School rules and the sanctions for breaking the rules.
- ensuring the consistent implementation of the School behaviour policy throughout the School.
- giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Please see the Exclusion Policy for further details.
- ensuring the School works in partnership with other agencies, e.g. Children's services, the local authority or exceptionally the police.
- overseeing the work of the Deputy Principal, Headteacher of Clarence House and lead teachers Pre-Prep.
- Ensuring the School Behaviour Policy is emphasised to staff, parents and pupils at least once a year.

Only the Principal has the power to exclude a pupil from the School. Details may be found in our Exclusions Policy.

6. The Role of Deputy Principal

The Deputy Principal is our named practitioner responsible for behaviour management issues in the EYFS.

The Deputy Principal maintains a record of all reported serious incidents of misbehaviour and is responsible for monitoring the day-to-day implementation of the policy throughout the Family of Schools..

7. The Role of Pre-Preparatory Lead Teachers/Headteacher of Clarence House

The Headteacher of Clarence House & Lead teachers Nightingale House are responsible for day-to-day implementation of the Behaviour Policy.

8. The Role of Staff

Establishing clear adult, expert and professional authority and orderly discipline is the responsibility of all staff at Jack & Jill Family of Schools.

10. Punishing Poor Behaviour

Teachers must discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a School rule or fails to follow a reasonable instruction the teacher should impose a sanction on that pupil.

Sanctions are outlined in Section Two (below). Sanctions that are humiliating or degrading are not used; these include deprivation of food or drink, enforced eating or drinking, prevention of contact with parents, requirement to wear distinctive clothing or withholding any aids or equipment required by the pupil.

Sanctions for pupils at Clarence House Preparatory School include the use of detentions, which are monitored by the Headteacher of Clarence House.

Corporal punishment is prohibited in the School and includes the administration of corporal punishment to a pupil during any activity, whether on the school premises.

13. Use of Reasonable Force

It may be necessary to physically intervene in the following situations but only when all other tactics have been attempted:

- A pupil persistently refuses to obey instructions to leave an area or situation.
- A pupil is behaving in a way that is seriously disrupting the lesson or activity.

Members of staff will sometimes have to rely on their professional judgement when deciding whether to physically intervene in hazardous situations or to stand aside and allow pupils or colleagues to face a potential hazard. Staff must balance the level and duration of intervention against the seriousness and potential effects of the incident.

Please refer to our Use of Reasonable Force Policy for further details. The Deputy Principal maintains a restraints log.

14. Behaviour and Safeguarding

The School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the School's Safeguarding Policy. They must also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

17. Record Keeping

The following records are maintained so that patterns can be identified by the School. Records include:

- Pupils' name;
- Year Group;
- Nature and date of the offence; and
- Sanction imposed.

| Record | Key Person | Location of Record |
|---|------------------|---|
| Record of staff training in behaviour management | HR Admin Manager | School training records |
| Certificates | Deputy Principal | KSM |
| Sanctions | Deputy Principal | KSM |
| Record of 'Time Outs' | Deputy Principal | KSM |
| Additional Support Plan and Individual Support Plan Pro Forma | Deputy Principal | SharePoint |
| Additional Support Plans | Deputy Principal | SharePoint |
| Individual Behaviour Plans | Deputy Principal | SharePoint |
| Physical Restraints Log | Deputy Principal | Hard copy in Child Protection Cabinet (all Designated Officers have access) |
| Temporary or Permanent Exclusions | Principal | Hard copy in Child Protection Cabinet (all Designated Officers have access) |

The following is displayed in all classrooms:

| Display | Key Person | Location of Record |
|---|-------------------------------|--|
| The Jack & Jill Family of Schools Rules | Heads of School/Lead teachers | Classroom wall Pupils at Clarence House are taught the rules during the induction 'bootcamp' and are required to memorise them. |

18. Policy and Procedure Evaluation

Evaluation and review of the Behaviour Policy takes place annually.

However, review may be necessary earlier if the Government introduces new regulations, or if the School receives recommendations on how the policy might be improved.

Throughout the year, stakeholders are encouraged to feedback information and ideas regarding the implementation of this policy. The views of our pupils are given due weight according to the age, maturity and capability of the child (see articles 12 and 13, The United Nations Convention on the Rights of the Child).

Corona Virus Pandemic

As we begin to return to school the children will be introduced to new routines, processes and procedures by their teachers. They will be expected to follow these processes and procedures throughout the pandemic and until advised otherwise. Should a child not abide by these new requirements, they will be reminded of the 'listen' rule and the behaviour policy will be followed as normal.

Section Two: Procedures

Behaviour management is based on **rewards** and **sanctions within a staged programme**. Staff work to ensure clarity, certainty and consistency.

All staff must respond calmly and consistently to all allegations and incidents of poor behaviour. All disclosures will be taken seriously and dealt with impartially and promptly, and all involved will have the opportunity to be heard. Staff will protect and support all students involved whilst allegations and incidents are investigated and resolved.

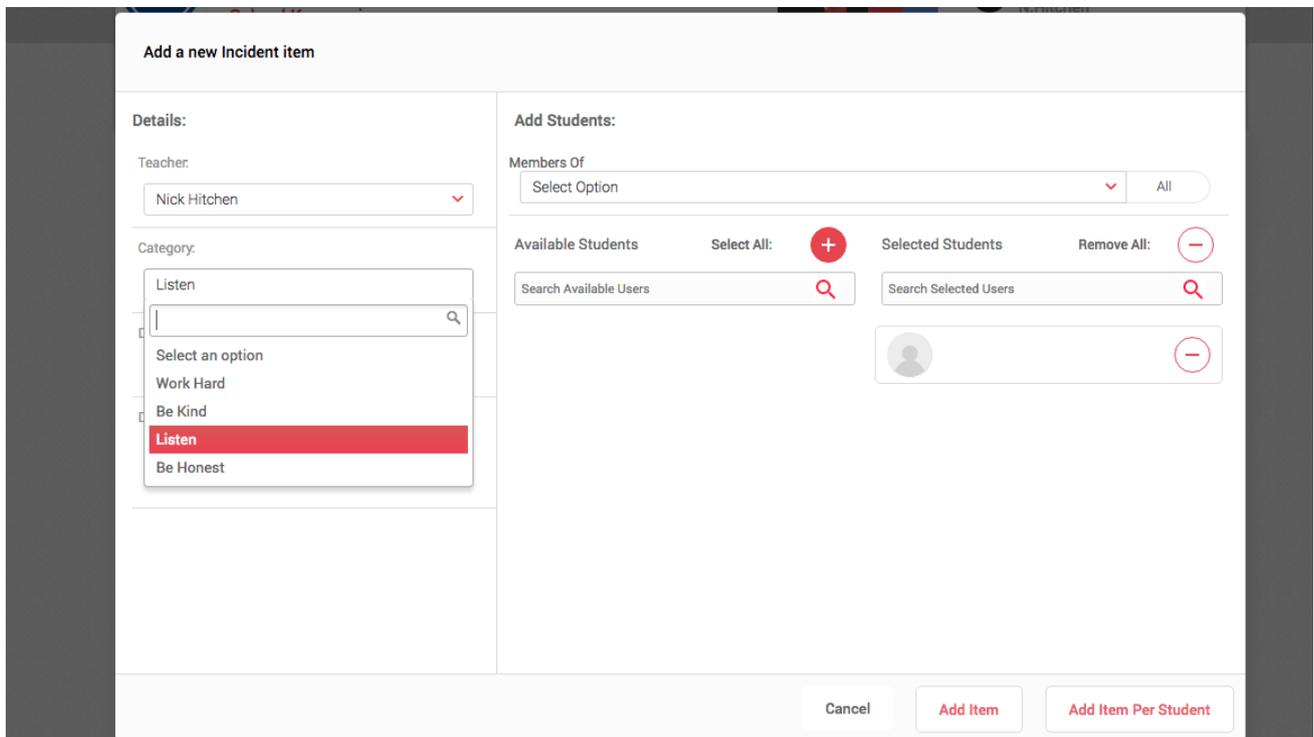
19. The Jack & Jill Family of Schools School Rules

The Jack & Jill Family of Schools has a fixed set of School rules which we always expect all members of the School community to adhere to. The rules are phrased to promote and encourage positive behaviour. The rules are:

- Work hard;
- Be kind;
- Listen;
- Be honest;
- Look after our School.

The rules are displayed prominently and referred to as appropriate. In this way, every child is made aware of expected standards of behaviour and is expected to take responsibility for their own behaviour.

The rules underpin how staff monitor and record misbehaviour on the MIS (KSM) as below:



20. Sharing the Jack & Jill Family of Schools School Rules

The rules are shared and discussed in student induction, curriculum evenings and throughout the year in assemblies.

The Jack & Jill Family of Schools School rules are displayed in every classroom.

The Nightingale House School Councils review the design of the behaviour certificates and together with the team leaders encourage pupils to follow the school rules to warrant award of a certificate.

21. Rewards

The Jack & Jill Family of Schools rewards pupils for upholding the school rules. Rewards include:

- Informal praise, e.g. a kind word or a smile;
- Stickers;
- Stamps;
- Praise slips;
- Certificates and commendations in assembly;
- Team Points;
- Star of the Week.

22. Awarding Certificates

Individual students are awarded certificates and presented to students at appropriate moments in the School week.

Staff award certificates based upon the Jack & Jill Family of Schools School rules, for example, for exceptional kindness or for work demonstrating exceptional effort.

23. Awarding Team System

At an appropriate point during their Reception year girls are allocated to the school teams and receive team points. The three teams are:

- Chaffinch;
- Kingfisher;
- Robin.

Good behaviour is rewarded with team points, which are tallied and celebrated during weekly team point assemblies led by Year 2 team captains at Nightingale House.

Team points are converted to pence for the nominated School charities, e.g. 78 team points equals £7.80. The weekly totals are tallied at the end of the year and divided equally between the year's charities

24. Allocation of Team Points

One or two team points are awarded for effort, kindness or good performance.

In the Pre-Prep, team points are marked on the pupil's work as '1tp' or '2tp' and added to the class tally either by teachers or the girls themselves.

In Clarence House, team points are recorded on the classroom board.

25. Record Keeping of Rewards

| | |
|--------------|--|
| Team Points | The team points accrued each week are added to the team points tally during the team point Assembly. |
| Certificates | Certificates are added to School Kompanion. |

26. Reporting Rewards and Sanctions

| | |
|-----------|---|
| Rewards | <ul style="list-style-type: none"> • Nursery and Reception: Exceptional behaviour shared with parents via white message book and certificates. • Pre-Preparatory and Clarence House: Certificate totals are noted in the child's School Kompanion area (parents can access this when they log in to see their child's report) |
| Sanctions | <ul style="list-style-type: none"> • Nursery and Reception: Time outs reported on child's area within School Kompanion. • Pre-Preparatory: Sanctions reported on child's area within School Kompanion. • Clarence House: Sanctions reported on child's area within School Kompanion. |

Behaviour Ladder (Nursery & Reception)

Metaphor: Rainbow

| Stage | Behaviours | Procedure | Partnership With Parents | Record Keeping & Analysis |
|------------------------|---|--|--|--|
| One: Warning | Poor behaviour | Pupils start on the rainbow – 1. Teacher makes ‘ <i>Thumbs down</i> ’ gesture and pulls a sad face; 2. Explains rule that has been broken; 3. Redirect to task. | - | - |
| Two: Rain Cloud | Poor behaviour | 1. Teacher makes ‘ <i>Thumbs down</i> ’ gesture and pulls a sad face; 2. Explains rule that has been broken; 3. Pupil’s name or photo moved onto the rain cloud; 4. Redirect to task and given opportunity to move back onto the rainbow. | - | - |
| Three: Time Out | Persistent poor behaviour or inappropriate behaviour in individual lesson | 1. ‘Stop’ signal; 2. Time out by the traffic lights. Duration of Time Out <ul style="list-style-type: none"> • Nursery: a minute per year of their age • Reception: a minute per year of their age Member of staff explains why time out has been given. At end of time out, remind pupil of the Jack & Jill Family of Schools School rules. | Parents informed via School Kompanion. | Teacher: Record on School Kompanion. Inform class teacher. School Kompanion automatically informs the Deputy Principal. The Deputy Principal monitors Stage Three sanctions. |

Serious Misbehaviour

The Deputy Principal may choose to move straight to Stage Four in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour.

Behaviour Ladder (Pre-Preparatory)

| Stage | Behaviours | Procedure | Partnership With Parents | Record Keeping & Analysis |
|----------------------------------|--|--|---|---|
| One: Warning | Poor behaviour in individual lesson. | <ol style="list-style-type: none"> 1. Teacher asks pupil which of the School rules is not being upheld. 2. Redirect to task. | - | - |
| Two: Sanction | <p>Repeated poor behaviour in individual lesson, or across a series of lessons in one day.</p> <p>Any behaviour involving physical violence will move immediately to a sanction without a warning being given.</p> | <ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld; 2. Tell pupil they have received a sanction; 3. At end of lesson, add sanction to pupil's School Kompanion record. | Parents informed via School Kompanion. | <p>Teacher: Record on School Kompanion. Sanction to be reported to the child's class teacher verbally, or by email by the end of the School day.</p> <p>School Kompanion automatically informs the Deputy Principal.</p> <p>The Deputy Principal monitors Stage Two sanctions.</p> |
| Three: Removal from Class | Serious unacceptable behaviour or persistent poor behaviour in individual lesson or across a series of lessons in one day. | <ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld; 2. Send pupil to Deputy Principal/Pre-Preparatory Lead Teachers with their work; 3. Teacher-in-charge speaks to the pupil involved. Additional sanctions may be set, such as asking the pupil to write a letter of apology or a temporary loss of privilege. | Parents informed via phone call from teacher-in-charge. | <p>Teacher: Add sanction to School Kompanion. Inform class teacher.</p> <p>Sanction to be reported to the child's class teacher verbally, or by email by the end of the School day.</p> <p>School Kompanion automatically informs the Deputy Principal.</p> <p>The Deputy Principal monitors Stage Three sanctions.</p> |

Serious Misbehaviour

The Deputy Principal may choose to move straight to Stage Four in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour.

Behaviour Ladder (Clarence House)

Our expectation is that Clarence House girls will always uphold the School rules .

| Stage | Behaviours | Procedure | Partnership With Parents | Record Keeping & Analysis |
|-------------------------|---|--|---|---|
| One: Warning | Poor behaviour in individual lesson or across a series of lessons in one day. | <ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld. 2. Redirect to task. | - | - |
| Two: Sanction | Poor behaviour in individual lesson or across a series of lessons in one day. | <ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld; 2. Tell pupil they have received a sanction; 3. At end of lesson, add sanction to pupil's School Kompanion record. 4. Redirect to task. | Parents informed via School Kompanion. | Teacher: Record on School Kompanion. Inform class teacher. KSM automatically informs the Headteacher of Clarence House. The Headteacher of CHPS monitors Stage Two sanctions. |
| Three: Detention | Serious unacceptable behaviour or persistent poor behaviour or across a series of lessons in one day. | <ol style="list-style-type: none"> 1. Pupil informed they have received a detention; 2. At end of lesson, teacher accompanies pupil to the Headteacher of Clarence House. 3. Headteacher of Clarence House will oversee detention in following break time or lunchtime. | Parents informed via phone call from the Headteacher of Clarence House. | Teacher: Add sanction to School Kompanion. The Headteacher of CHPS monitors Stage Three sanctions. |

Detention at Clarence House

Staff at Clarence House Preparatory School have the power to issue detentions to pupils at Stage Three in the behaviour ladder.

The Headteacher of Clarence House makes clear to pupils and parents that we use detention as a sanction at Stage Three on the behaviour ladder. Detentions are always set during playtime and are supervised by the Headteacher of Clarence House. Parental consent is not required for detentions, but the School will always inform parents if a detention has been set.

Serious Misbehaviour

The Headteacher of Clarence House may choose to move straight to Stage Four in cases of serious misbehaviour. The Principal maintains a log of any incidents of serious misbehaviour.

Managing Poor Behaviour Over Time (All Sections)

| Stage | Reason | Procedure | Partnership with Parents | Record Keeping |
|--|--|---|--|--|
| Four: Additional Support Plan | Repeated Stage 3 sanctions or serious misbehaviour. | <p>If a child receives a significant number (as determined by the Principal / Deputy Principal / Pre-Preparatory Lead Teachers / Headteacher of Clarence House) of Stage Two and Three sanctions or a serious incident takes place (e.g. fighting in the playground) then the School will create an Additional Support Plan (A.S.P.):</p> <ul style="list-style-type: none"> The Deputy Principal / Pre-Preparatory Lead Teachers / Headteacher of Clarence House will liaise with the pupil, class teachers and the pupil's parents to set individual targets; The School may choose to engage external agencies; Staff observe the pupil's behaviour; Additional support will be provided for the pupil; The A.S.P. is circulated to relevant staff and discussed at staff meetings. | <p>The Deputy Principal / Pre-Preparatory Lead Teachers / Headteacher of Clarence House will meet with the child's parents on a fortnightly basis/as required.</p> | <p>The Deputy Principal / Pre-Preparatory Lead Teachers / Headteacher of Clarence House will review the child's behaviour and the Additional Support Plan on a <u>weekly</u> basis.</p> <p>Records of this review will be maintained on School Kompanion.</p> |
| Stage Five: Individual Behaviour Plan | Failure to meet targets identified in Additional Support Plan or Bullying (see Anti-Bullying Policy) | <p>If, after a set period no significant improvement has occurred, an Individual Behaviour Plan meeting will be called with parents, led by the Principal, which may at the Principal's discretion involve external agencies.</p> <p>Behaviour targets will be agreed.</p> <p>The I.B.P. is circulated to relevant staff and discussed at staff meetings.</p> | <p>The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will meet with the child's parents on a weekly basis.</p> | <p>The Deputy Principal / Pre-Preparatory Lead Teachers / Headteacher of Clarence House will review the child's behaviour and the Individual Behaviour Plan on a <u>weekly</u> basis.</p> <p>Records to be kept on School Kompanion.</p> <p>Individual Behaviour Plans may be included in School transfer reports.</p> |

| | |
|--|---|
| Stage Six: Temporary or Permanent Exclusion | Failure to improve behaviour or repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy). |
|--|---|

Appendix One: Stage Four: Additional Support Plan (A.S.P.) Pro Forma

- The Deputy Principal / Pre-Preparatory Lead Teachers / Headteacher of Clarence House will liaise with the pupil, class teachers and the pupil's parents to set individual targets;
- The School may choose to engage external agencies;
- Staff observe the pupil's behaviour; and,
- Additional support will be provided for the pupil.

The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will review the child's behaviour and the Additional Support Plan on a weekly basis.

The A.S.P. is circulated to relevant staff and discussed at staff meetings.

| | |
|--|--|
| Name of Pupil | |
| Date of birth | |
| Class | |
| Class Teacher | |
| Reason for Additional Support Plan | |
| Support provided by the School | |
| Requested support from parents | |
| Review date | |
| Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House's signature | |
| Parent(s) signature | |
| Pupil(s) signature | |

| Target | Success Criteria |
|---|-------------------------|
| [Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules] | |
| | |
| | |

| |
|---|
| Strategies for Support |
| [Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules] |
| |
| |

Record Keeping

- Hard copy and soft copy to parents;
- Soft copy stored on pupil's KSM record;
- Hard copy stored by Deputy Principal in Child Protection cabinet; and,
- Hard copy of any contemporaneous notes stored by Principal in Child Protection cabinet.

Appendix Two: Stage Five: Individual Behaviour Plan (I.B.P.) Pro Forma

The Deputy Principal / Pre-Preparatory Lead Teachers / Headteacher of Clarence House will review the child's behaviour and the Individual Behaviour Plan on a weekly basis.

The I.B.P. is circulated to relevant staff and discussed at staff meetings.

Please note that a copy of the Individual Behaviour Plan may be included in School transfer reports.

| | |
|---|--|
| Name of Pupil | |
| Date of birth | |
| Class | |
| Class Teacher | |
| Reason for Individual Behaviour Plan | |
| Support provided by School | |
| Requested support from parents | |
| Review date | |
| Principal's signature | |
| Parent(s) signature | |
| Pupil(s) signature | |

Failure to improve behaviour or repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy).

| Target | Success Criteria |
|--|-------------------------|
| [Note: targets should relate to upholding the Jack & Jill Rules] | |
| | |
| | |

Record Keeping

- Hard copy and soft copy to parents;
- Soft copy stored on pupil's KSM record;
- Hard copy stored by Principal in Child Protection cabinet; and,
- Hard copy of any contemporaneous notes stored by Principal in Child Protection cabinet.

Appendix Three: I.B.P. Daily Monitoring Pro Forma

| | |
|----------------------|--|
| Name of Pupil | |
| Date of birth | |
| Class | |
| Class Teacher | |

| Lesson including break and lunchtime | Name of Teacher | Did pupil uphold the Jack & Jill Rules in this lesson? |
|--|------------------------|---|
| [e.g. Registration] | | [Please either tick or write comment explaining which School rule was broken] |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Pupil to submit to teacher-in-charge at the end of the day | | |

Record Keeping

- Hard copy and soft copy to parents;
- Soft copy stored on pupil's School Kompanion record; and,
- Hard copy stored by Deputy Principal in Child Protection cabinet.



Jack and Jill School Rules

These are our School rules.

We agree to:

- 1. Work hard;**
- 2. Be kind;**
- 3. Listen;**
- 4. Be honest; and,**
- 5. Look after our school.**

A Tradition of Excellence