

## **Behaviour Management Policy** **(Incorporating policies on Rewards & Sanctions and Discipline & Exclusions)**

All schools - maintained, independent, day, boarding – for all ages of pupils, from EYFS onwards, are legally required to have behaviour management policies because the Government believes that such policies shape the ethos of a school. These policies are regarded as being fundamental for creating an environment that not only actively promotes learning but also gains the support and trust of pupils and their parents whilst attracting and retaining good quality staff. Behaviour management policies are designed to provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed and consistency and equality of treatment can be maintained.

### **Definition of the Edge Grove School Bodies**

The School consists of the Prep School and the Pre Prep School.

**Prep** refers to:

- Lower School (Years 3 and 4)
- Middle School (Years 5 and 6)
- Upper School (Years 7 and 8)

**Pre Prep** refers to:

- Year 1 and Year 2
- Reception
- Pre-school (Early Years Foundation Stage (EYFS))

### **Related Policies & Documents**

- Admissions Policy
- Alcohol, Drugs and Tobacco Policy
- Attendance Policy
- Central file of Rewards and Sanctions
- Code of Conduct
- Complaints Policy
- Counter-Bullying Policy
- Disability Policy
- Early Years Foundation Stage (EYFS) Policy
- Equality Act 2010
- Equal Opportunities (Pupils) Policy
- E-Safety Policy
- Missing Child Policy
- Policy on the Positive Handling of Pupils
- Rewards and Sanctions File
- Safeguarding Policy
- Sanctions Cascade
- Special Educational Needs (SEN) Policy
- Staff Handbook

## **Introduction**

At Edge Grove we see education as a partnership. Our members of staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

Promoting the emotional well-being of all of our pupils is crucial for their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

We expect pupils to treat staff and each other with consideration, good manners and to respond positively to the opportunities and demands of school life. They should follow the Edge Grove Code of Conduct (see Appendix 3), understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

The School Behaviour Management Policy is designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. It applies to all areas of the School.

The School's Code of Conduct is reinforced throughout the whole School: the Prep School using the form tutor system, assemblies and personal, social, health and economic education (PSHEE) and the Pre Prep Department using a set of "Golden Rules" (see Appendix 1). The primary aim of the Behaviour Management Policy is not to enforce rules but rather to be a means of promoting good relationships, resulting in all members of the School community working together with the common purpose of helping everyone to learn.

Everyone has a right to feel secure and to be treated with respect at Edge Grove, particularly the vulnerable. Harassment and bullying is not tolerated as indicated by our Counter-Bullying Policy (see our website). Edge Grove takes its duties under the Equality Act 2010 seriously and is strongly committed to promoting equal opportunities for all, regardless of race, sex, religion or belief, culture, gender reassignment, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child may be adopted, is in care or is disadvantaged.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

We seek to treat all children fairly and to apply this Behaviour Policy in a consistent way. We aim to help all pupils to grow in a safe and secure environment, to appreciate and respect their surroundings, to show courtesy and consideration to others and thus resulting in their becoming positive, responsible and increasingly independent members of both the School and of the extended community in which they live.

## **Involvement of Parents and Guardians**

Parents and guardians, accepting a place for their child at Edge Grove, undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

## **Unexplained Absences**

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is usually the Governors' policy not to allow holiday to be taken during term unless in exceptional circumstances.

## **Behaviour Management**

This is intended to be kindly but children are expected to conform to sensible standards of courtesy and behaviour. It is very much based on the principle of positive encouragement and the creation of a friendly, supportive environment. The School rewards good behaviour as it believes that this develops an ethos of kindness and co-operation.

This policy is applied not only across all areas of the School, its vicinity and any school trips including 'away' sports fixtures but also on any other occasion when the School is being represented in any way e.g. by the wearing of the uniform. It includes any behaviour likely to bring the School into disrepute.

We encourage good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

### **Code of Conduct (see appendix 3)**

This is widely posted across the School, is reinforced through the form tutor system, assemblies and PHSEE as applicable *to the ages of the pupils*. The Code applies to both the Pre Prep and Prep Departments of the School and all pupils are expected to be aware of and to abide by this code.

## **Rewards**

We praise and reward children for good behaviour in a variety of ways:

### **Rewards in the Prep Department**

Our system of rewards includes:

- Verbal and written praise for good work
- Merits (see (1) below) and Academic Commendations (see (2) below)
- Prizes awarded in weekly Assemblies or end-of-term Prize-Giving ceremonies.
- Posting examples of excellent work and other achievements in the School's newsletter, so that the School Community can celebrate success.
- Recognition in the School's weekly newsletters.

1. **Merits** are awarded for academic achievement and good behaviour both inside and outside of the classroom. Merits are recorded electronically on the School's on-line management information system that is frequently checked by the form tutor and Heads of the Lower, Middle and Upper Schools, and in pupils' planners. All forms are informed regularly of their tally of Merits.

Merits also count towards House points in the termly House competition. Individual awards (book tokens and certificates) are given out at the end of each term to reward those with the highest number of merits.

2. **Academic Commendations** are awarded by staff to deserving pupils for excellence of either achievement or effort. Parents are informed by email and pupils' names are read out in assembly.
3. **Commendations** are awarded by staff to pupils who have shown excellence outside of the classroom. Parents are informed by email and pupils' names are read out in assembly.
4. **Golden Moments** are awarded by staff to pupils for acts of caring, kindness or community. Parents are informed by email and pupils' names are read out in assembly.

## **Rewards in the Pre Prep Department (including EYFS)**

- Praise from staff.
- Responsibility given.
- Commended in a weekly School assembly with a Superstar sticker for following the Golden Rules.
- Stars and stickers awarded by individual staff and the Head of Pre Prep as appropriate
- Various good behaviour rewards awarded by individual teachers.

## **Support Systems for Pupils**

### **Generally**

Edge Grove recognises that some pupils may need support during their time in the School. The pastoral processes within all areas of the School are designed with this in mind.

All pupils in the School are encouraged to use the 'HELP' document (Appendix 4). This lists trusted and approachable adults who will help to deal with any of the pupils' concerns. Members of the designated School staff include two Independent Listeners who have Freephone numbers to facilitate contact. Small tutorial groups in Middle and Upper School enable tutors to get to know their tutees well. The class teacher system provides more time in Lower School for each teacher to build relationships with their pupils.

In the Pre Prep, the form teacher is at the focus of help and support. Regular Circle Time and Worry Boxes are used to help pupils raise worries or concerns.

Pupils who struggle with behavioural issues are supported by their form tutor with appropriate additional support from the Head of Year. Coaching is also available to help such pupils.

In all cases, support is given to both victim and perpetrator through the tutor system. Depending on the level of the incident, the situation may be dealt with by the Head of Year, Head of the School or by the Deputy Head (Pastoral) who will work together towards resolution. The Head is kept informed of any situation.

### **Transition**

The School recognises that change can cause stress and uncertainty so we work closely with all pupils as they transition through the School: from the day they start to the day they leave. New pupils are invited to visit, with their Year Group, on a Taster Day. On arrival every pupil is allocated a 'buddy' who will take them round classes and help them assimilate into the life of the School.

All transitions, between the different Year Groups and the larger three transitions between the different areas of the School, are managed sensitively and supportively. At the end of the summer term, children spend time on 'Transition Day' in their new form talking to the form tutor about hopes and fears as well as playing bonding games. At the start of the new academic year, the School holds Individual Year Group information evenings to enable parents to meet form tutors and senior staff as well as highlighting any change of routine from the previous Year.

The transition between Year 4 in Lower School and Year 5 in Middle School is recognised as a particularly stressful time and for that reason the Head of Year 5 post was created to provide an extra layer of oversight and management to smooth the move. The pastoral team work to help pupils cope with the new aspects and demands of such a move.

### **Sanctions**

If all attempts to foster good behaviour through positive reinforcement are unsuccessful, reasonable sanctions may be imposed. We acknowledge that physical punishment is inappropriate and illegal, and has no place at Edge Grove, nor is it ever threatened as a punishment. Sanctions are applied based on a differentiated sanctions cascade and each incident acted upon according to the information obtained from the investigation that takes place.

Any behavioural trends will be monitored by the Deputy Head Pastoral and discussed in meetings attended by Deputy Head (Pastoral), Heads of Schools and Head of Boarding.

### **Physical Restraint**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables School staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" in any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the School"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All members of our staff are made aware of the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and the minimum force necessary to restrain a child for the shortest possible period of time. Physical restraint is only used when pupils are considered to be a danger to themselves or to others around them. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate. These are set out in the Association of Teachers and Lecturers' (ATL) Guidance "Restraint," and include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Members of staff are instructed to immediately inform the Head when a pupil has had to be physically restrained. The pupil's name, Year Group, the date, the nature of the offence and the sanction imposed are entered in a confidential register so as to facilitate the identification of any pattern of behaviour.

We always inform a parent when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree a way forward for managing their child's behaviour. Parents of children who are in the School's nursery/EYFS setting will be informed of the incident within 24 hours.

### **Sanctions in the Prep Department**

Sanctions are issued in accordance with the Sanctions Cascade made available to both staff and pupils (see Appendix 2)

1. Verbal warnings, where the teacher quietly explains why the behaviour is unacceptable, will be given to any pupil not meeting the school expectations in the classroom.
2. If the errant behaviour continues, the teacher will issue a second verbal warning and explain that further poor behaviour will lead to a negative mention being issued.
3. If no change is seen in behaviour, a negative mention will be issued to the child. This is logged onto the School's confidential database along with an explanation of why the behaviour is considered to be wayward.

4. Any continuing unacceptable behaviour will lead to a demerit being issued. At this point the pupil's parents will receive a phone call explaining the situation.
5. The behaviour of any pupil receiving 3 demerits in one half-term will be monitored on a more continuous basis using a Tutor Report Card: targets to be set by the form tutor after consultation with the pupil.
6. If the unacceptable behaviour does not improve the pupil will then report to the Head of School and if necessary to the Deputy Head (Pastoral).
7. Any pupil not responding to the increased support will be placed on an Individual Intervention Programme (IIP); a parent/pupil/school support programme with specific targets agreed by all parties. This is reviewed every 4 weeks for up to 16 weeks.
8. Failure of the IIP after a 16 week period will lead to the Deputy Head (Pastoral) implementing a Pastoral Support Programme (PSP). This is a formal, comprehensive document that lists all the support and interventions that will be put in place both at home and at school to support the pupil for an 8 week period.
9. If the PSP fails, the pupil will be referred to the Head for possible permanent exclusion.

Sanctions can be given when the pupil's behaviour is not meeting expectations in either inside or outside the classroom. Members of staff are encouraged to refer to the Sanctions Cascade that has different criteria according to the age of the pupil.

**Please note:**

Members of staff witnessing serious breaches of discipline are instructed to immediately inform the Deputy Head (Pastoral) and/or the Head.

**Action in case of a malicious allegation against staff, pupils, or other individuals**

Pupils that are found to have made malicious allegations are likely to have breached School behaviour policies. The School will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or even, dependent upon the age of the pupil(s) concerned, referral to the police if there are grounds for believing a criminal offence may have been committed. The Head will consider the appropriate action to be taken.

**Sanctions in the Pre Prep Department (including EYFS)**

A quiet, firm reprimand that includes an explanation as to why the behaviour was unacceptable, by a member of staff, is expected to be sufficient to correct errant behaviour. However, if this fails the following procedures may be adopted:

**In the classroom:** The child will be told to sit quietly in a specified place in the classroom to calm down.

**In the playground:** The child will be instructed to stand in a specific location of the playground for a cooling-off period while being able to observe others playing well.

If the disrupting behaviour continues further sanctions may include:

1. Immediate exclusions from a favoured activity. This is only used occasionally.
2. The class teacher, and if appropriate the Head of Pre Prep, will meet the parents/guardians to discuss the situation.
3. The child will regularly report to the Head of Pre Prep
4. Exclusion from school.

It must be emphasised that, because of the traumatic affect upon such young children, exclusions will only be used if every other strategy has failed. The School aims not to exclude a child in any area of the School.

**Exclusion - Applicable to all areas of the School**

Examples of behaviour that may lead to exclusion, whether on a temporary or a permanent basis, include but are not limited to:

- Alcohol and tobacco abuse
- Abuse of the School's ICT network and/or internet access
- Bullying, including racist, sexist or discriminatory bullying
- Drug abuse
- Extreme and unacceptable parental behaviour
- Fighting, threatening or any other improper behaviour towards a member of staff or another pupil
- Malicious damage to property
- Peer on peer abuse
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Racist or sexist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Any other failure to abide by the Code of Conduct
- Any other activity that is illegal under English law

Temporary exclusion may, at the School's discretion, be applied internally or externally and take the form of exclusion from an activity, classes, games or boarding.

Permanent exclusion is always the sanction of last resort and the School will seek to work with external agencies to try to prevent this.

A record of any of the above offences, whether or not leading to exclusion, is entered onto a pupil's record by the Deputy Head Pastoral. It is the policy of Edge Grove to store securely all our pupil sanctions' records for 10 years following departure from the School, after which they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations. Parents' attention is drawn to our Complaints Policy.

### **Complaints**

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which apply equally to the EYFS) is available on our website. It is in everyone's interest to resolve a complaint as speedily as possible: the school's target is to complete the first two stages of the procedure within 28 days if the complaint is lodged during term-time and as soon as practicable during holiday periods.

Where a pupil is subject to permanent exclusion, the parents are entitled to use Stage 3 of the Complaints Policy as an appeals process.

Andrea Caldwell  
Deputy Head (Pastoral)  
September 2020

## Version History

<b>Version</b>	<b>Date</b>	<b>Changes</b>	<b>Author</b>
201609.02	March 2017	Extensive update to reflect best and current practice.	Dr S Whiting and Mrs A Caldwell
201709.01	September 2017	Minor changes to reflect new academic year	Mrs A Caldwell
201709.02	January 2018	Minor changes to text	Mrs A Caldwell
201802.01	Feb 2018	Inclusion of sanctions cascade and help document	Mrs A Caldwell
201902.01	February 2019	Minor changes to text	Mrs A Caldwell
202009-01	September 2020	Update for new Head	Mrs A Caldwell



## **Appendix 1:**

### **Pre Prep Department Golden Rules:**

- Do be gentle
- Do look after property
- Do work hard
- Do listen to people
- Do be honest
- Do be kind and helpful

## Appendix 2:

### Sanctions Cascade:

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>
<b>LOWER SCHOOL</b>	Breach of playground rules. Disruptive behaviour. Ignoring Members of staff.	<b>Continued breach of level 1.</b>  Physical Contact. Repetitive inappropriate language.	<b>Continued breach of level 2.</b>  Theft. Vandalism.	<b>Continued breach of level 3</b> Acts of physical violence. Racism. Discrimination.	<b>Continued breach of level 4.</b> Bullying.
<b>MIDDLE SCHOOL</b>	Planner not signed. Disruptive behaviour. Missing a fixture/event without permission. Not following instructions.	<b>Repetition of level 1.</b>  Chewing gum. Report card not signed. Rudeness to staff.	<b>Repetition of level 2.</b>  Abusive Language. Truancy. Lying. Mobile device in school	<b>Repetition of level 3.</b>  Cyberbullying. Vandalism. Theft.	Repetition of level 4.  Acts of physical violence. Racism. Discrimination. Bullying.
<b>UPPER SCHOOL</b>	Planner not signed. Disruptive behaviour. Missing equipment or uniform. Not following instructions.	Repetition of level 1. Missing a fixture /event. Repeated disruption in class. Rudeness to staff. Use of iPad / Chromebook outside of the classroom.	Repetition of level 2. Lying. Chewing gum. Report card not signed. Mobile device in school.	Repetition of level 3. Vandalism. Abusive language. Theft. Truancy.	Repetition of level 4. Bullying. Acts of physical violence. Racism. Discrimination. Cyberbullying.
<b>SANCTION</b>	Negative mention  Restorative conversation with teacher	Meeting with Head of Year  Demerit  Email home	Break/lunch detention with Head of School  Email home	Meeting with parents Deputy Head intervention -detention -internal exclusion -Individual Intervention Plan	Head meet with parents  Pastoral Support Plan External Exclusion

EDGE  GROVE  
**Code of Conduct**



At Edge Grove we are:

**R**esponsible individuals  
**E**ncouraging  
**S**uccess; taking  
**P**ride in our appearance and our  
**E**nvironment; learning to be  
**C**ourteous, courageous and  
**T**olerant



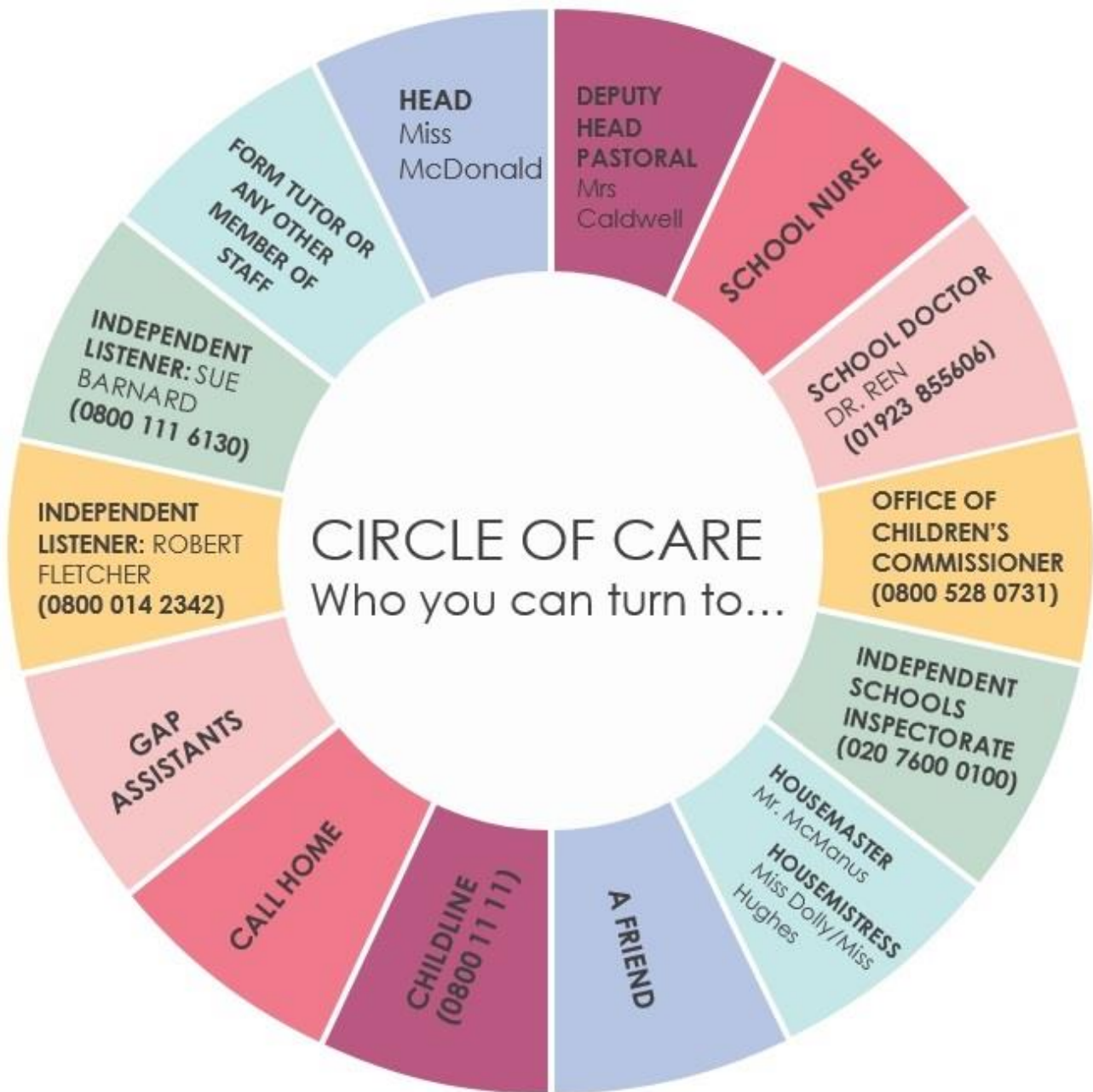
- Look after the school
- Be proud of your school
- Represent your school



- Take responsibility for own actions
- Always believe in yourself and do your best
- Look after yourself and your belongings
- Be honest



- Consider others and be polite to everyone
- Be kind and friendly, look after each other
- Understand and accept differences in people
- Respect for success



## **Appendix 5 – Behaviour expectations during phased re-opening due to Covid-19**

In order to be able to operate in a safe environment, the following additions will be required of pupils who are attending school.

- Arrival and departure guidelines are adhered to.
- Pupils must wash and sanitise their hands frequently, as advised by members of staff.
- Pupils may only socialise with the other pupils in their bubble.
- Pupils must follow instructions from staff regarding moving around school safely.
- Pupils must avoid touching their mouth, nose and eyes with their hands. Should a child cough or sneeze then the 'catch it, bin it, kill it' routine should be followed and hands washed and sanitised.
- If a pupil becomes unwell during the school day, the school nurse will be called immediately to assess. Pupils must not go to the Health Centre; staff will come to the pupil.
- Personal equipment must not be shared with other pupils.
- At break times and lunchtimes pupil must only play in the area that has been designated for their bubble.
- Use of toilets will be restricted to one pupil at a time.
- Should continue online education be reinstated at any time, behaviour expectations for this will continue for all pupils.