

School Behaviour Policy (ISI 9a)

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1 Behaviour Policy

1.1 Overview

This policy has been developed with reference to Keeping Children Safe in Education September [KCSIE] 2021 and stems from the belief that every child at Yateley Manor School has the right to learn and that no child has the right to disrupt the learning process. Every child also has the right to feel safe and the right to be treated with respect.

For this philosophy to become reality it is essential that an appropriate school ethos is established where all members of the school community work together in pursuit of a common goal. It is vital that the school welcomes and indeed encourages the involvement of parents, school governors and others in the community.

This document should be read in conjunction with:

- The School Teaching and Learning Policy
- The School Anti-Bullying & Anti-Cyber Bullying Policies
- The School Health and Safety Policy
- The School Safeguarding & Child Protection Policy including 'Peer on Peer' abuse
- The Staff Code of Conduct
- The E Safety Policy
- Educational visits Policy
- Special Educational Needs Policy
- Whistleblowing Policy
- Physical Restraint Policy

The Deputy Headmaster [Simon Head] is responsible for implementing and monitoring this policy together with the Assistant Head Upper School [Years 4-8] and Assistant Head Lower School [Nursery - Year 3 inc EYFS]. The Assistant Head Upper School is Claire Thompson and the Assistant Head Lower School is Carly Skillett.

The Governing Board will review this Behaviour Policy including Pre-Prep and EYFS at regular intervals to ensure it is robust and fit for purpose.

1.2 Aims and Objectives

Our aim at Yateley Manor School is to ensure that all pupils will:

- Be tolerant and understanding with consideration for the rights, views and feelings of everyone.
- Take a pride and responsible interest in caring for the environment around them as well as the property of others.
- Develop a responsible and co-operative attitude towards work.

- Achieve their full potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Develop self-confidence and self-discipline.
- Learn the importance of good manners and courtesy in everyday life.
- Learn to perform as individuals as well as member of a team.
- Learn to respect themselves and other people around them.

1.3 Behaviour Responsibilities

1.3.1 *The Role of All Members of the School Community*

Everyone has a vital role to play if the school's aims on behaviour are to be achieved. We work towards these aims in the following ways:

- By treating all children and adults as individuals of worth and respecting their rights, values and beliefs.
- By ensuring that all members of the school community feel they belong to that community.
- By providing a well-ordered environment in which all members of the school community are fully aware of behavioural expectations.
- By offering equal opportunities in all aspects of school life and recognising the value of difference.
- By encouraging and praising good behaviour and good work rather than focusing just on poor behaviour and poor work.
- By rejecting all behaviour involving bullying. [See whole school anti-bullying policy]
- By developing a code of conduct in the classroom and in the wider school environment which eliminates unacceptable behaviour and which is applied as consistently as possible and by every member of staff. Such a code of conduct will operate through the classroom rules and school rules.
- Caring for and taking a pride in the school and its buildings.
- Working as a team, supporting and encouraging one another in the pursuit of our common goal, the good behaviour of all pupils at Yateley Manor School.

1.3.2 *The Role of Staff*

All teaching staff have a vital role to play if the school's aims on behaviour are to be achieved. They work towards these aims in the following ways:

- Provide a challenging and stimulating programme of study so that all pupils at Yateley Manor are encouraged to reach the highest possible level of personal achievement.
- Recognise that each pupil in our care has different needs and that we must respond to those needs by taking into account ability and aptitude.
- Act as good role models to our pupils by being punctual ourselves, well prepared and organised and treating colleagues and children courteously and with respect.
- Take quick and firm action to prevent a child preventing learning taking place in the classroom.

- Provide children with the opportunity to discuss appropriate behaviour after a particular incident so that he/she can learn what is expected of them in the future.
- Work together and put into practice the whole school policy so that all of us are working towards the same goal.
- Apply and enforce classroom and whole school rules so that as a staff we are as consistent as possible.
- Encourage, praise and reward good behaviour and work
- Ensure that when reprimanding a pupil for poor behaviour, a distinction is made between the pupil and the behaviour.
- Transition meetings are arranged during the second half of the summer term so that key information regarding both academic and any behavioural issues can be passed on to each child's new teacher in September.

1.3.3 The Role of Pupils

All pupils have a vital role to play if the school's aims on behaviour are to be achieved. They work towards these aims in the following ways:

- By attending school in good health
- By attending school regularly.
- By being punctual and ready to begin each lesson on time.
- By being organised, bringing the correct equipment to each lesson, returning books on time, handing homework in on time, taking notes & letters home promptly & returning any reply slips, ensuring that the weekly record book is accurately filled in and signed by the parents.
- By behaving in an orderly manner around school in accordance with classroom and school rules.
- By taking more responsibility for their own learning and behaviour the further up the school they move.

1.3.4 The Role of Parents

All parents have a vital role to play if the school's aims on behaviour are to be achieved. They work towards these aims in the following ways:

- Ensuring that children attend school regularly, punctually and in good health
- Providing notes to explain all absences and communicating with the school via the weekly record book
- Supporting the discipline procedure of the school and the teacher's role in implementing it.
- Being realistic about their children's abilities.
- Attending parent's evenings to discuss academic and social progress.
- Ensuring that the school is kept informed about any matter, which may affect a particular child's happiness, academic progress or behaviour.
- Allowing their child to take increasing personal and social responsibility as they move through the school.
- Accepting responsibility for the behaviour of their children at all times.

1.4 Encouraging Good Behaviour

As well as developing strategies for dealing with poor and unacceptable behaviour in school, we need to develop strategies for encouraging good behaviour so that pupils are less likely to misbehave.

1.4.1 Staff as Role Models

Staff act as powerful role models in school. In our attempt to promote desirable behaviour at Yateley Manor we must ensure that we treat pupils and other colleagues courteously and with respect and that we set the best example possible.

1.4.2 The Role of the House

Although the house is a larger unit than the tutor group, it nevertheless has an important role to play in promoting good behaviour in the school. House assemblies can be used to cover themes, which pupils can relate to their daily life in the school. It should be reinforced to all pupils in the house that good academic effort and good behaviour will benefit themselves and the house, while poor academic effort and poor behaviour will affect them individually and the house as a whole. Each pupil must learn that he/she has a collective responsibility as well as an individual one and this message should be constantly stressed at house meetings.

1.4.3 The Role of the Year Group

Once every four weeks pupils meet for year assembly with their tutors and Head of Year. Like house assemblies, these year meetings are used to cover themes, which pupils can relate to their daily life in school. If there is a particular behavioural problem in the year group this can be dealt with here rather than a school assembly.

1.4.4 The School Curriculum

The school curriculum clearly has a very important role in supporting and encouraging good behaviour at Yateley Manor. As a School we need to ensure that in promoting standards of good behaviour we are proactive rather than reactive. This can be achieved in the following ways:

Through the PSHE/Cz programme which all children follow from Year 1 to Year 8.

Through the programme of Religious Education which exists right through the school. Pupils are encouraged to discuss both moral and ethical issues as part of the course.

Through School assemblies, Year assemblies and House assemblies.

Through Time spent with the form tutor. The form tutor's role here is very important in reinforcing the school's behaviour policy. Each tutor is pastorally responsible for the pupils in his or her care and will try and ensure that good standards of behaviour are maintained within the tutor/form group. In the middle school [Years 5-6] and in the senior school [Years 7-8] each pupil spends 2 years with their tutor to encourage a productive relationship. It is therefore the tutor's responsibility to follow up any poor behaviour either by an individual or by the group and liaise with the Head of Year and if necessary one of the Assistant Heads. The Head of Year and Assistant Heads will also keep each tutor informed of poor behaviour verbally or by internal e-mail and by making an appropriate

entry in to the pupil's weekly record book. All such incidents should also be entered into the pupil's confidential notes which can be found on SIMS

1.4.5 Positive Behaviour Management

Recognising good behaviour is very important if we are to achieve the standards of behaviour outlined in this policy document. We are all quite rightly very quick to pick up on poor behaviour and administer the appropriate sanction to the minority of our pupils who offend in some way. The vast majority of our pupils do behave well and yet sometimes go unrecognized. Outwardly recognising good behaviour is very important and a vital ingredient in our behaviour policy. As a staff we must endeavour to praise both individuals and groups as much as possible so that our pupils see how much importance we attach to good behaviour at Yateley Manor. House points in years 3-8 are an important part of this process and earned by pupils for acts of kindness, good citizenship etc. A cup is awarded each Friday during assembly to the house that has earned the most number of house points that week. In addition, a termly Citizenship prize is awarded to pupils in years 3-8.

1.5 Vertical Grouping

Pupils at Yateley Manor are encouraged to mix with pupils in other year groups at break times and at other times of the day. On a Wednesday afternoon while some pupils are involved in sports fixtures. Other pupils are organised into options' groups where they mix with pupils from different year groups. The older pupils can help the younger pupils in certain activities and hopefully act as good role models in the activity. Such activities help to promote good relationships across the year groups. Pupils in Years 3-8 also belong to one of four houses which meet every four weeks. All pupils are encouraged to take part in the various House competitions, which run throughout the year e.g. Sport, Public Speaking, General Knowledge, Chess etc.

1.6 Procedures & Practice - Dealing with Poor Behaviour

All pupils must know what acceptable and unacceptable behaviour is both inside the classroom and in the wider school environment. It follows therefore that clear rules need to be established for use in the classroom and in the school in general.

1.6.1 School Rules

There are just three school rules which are simple to remember and understand:

1. I will be kind and polite.
2. I will be sensible and safe.
3. I will clear up any mess I make.

1.6.2 Classroom Rules

There are just three classroom rules:

1. I will not talk when the teacher is talking.

2. I will listen when another pupil is speaking.
3. I will respect everyone else in the classroom.

1.6.3 You should:

- Always respect other people's property and the school environment.
- Behave hygienically in the changing rooms and toilets and always leave them clean and tidy for others to use.
- Behave well on the school coach.
- When inside the buildings walk in a quiet, orderly fashion. Running is only allowed outside the 'yellow line zone'.
- Always walk on the left hand side in corridors and staircases.

1.6.4 You should not:

- Bully in any way, verbal or physical.
- Form or join a gang.
- Fight, kick, punch, push or spit.
- Swear, use bad language or make rude gestures.
- Throw stones or dangerous objects.
- Play in the school car park.
- Do not bring to school:
 - Food, drink, sweets or chewing gum.
 - Comics.
 - Dangerous objects.
 - Electronic toys or games. See also: [Mobile Phone guidelines](#)

1.6.5 Classroom Sanctions

If a pupil breaks the classroom rules staff will follow the following four-step sanctions programme so that pupils know exactly what will happen next:

- If you break a rule the member of staff will tell you and warn you.
- If you do it again the member of staff will give you a second, much sterner warning.
- If you do it a third time the member of staff you will lose house point and this will be recorded in the weekly record book
- If you do it yet again you will be excluded from class and your parents told. If a pupil is excluded from class then the member of staff must enter this into the pupil's weekly record book so that parents are informed. The member of staff should also place the pupil in to 'catch up' which is held in the Library at lunchtime and supervised by the School Librarian.

1.6.6 Sanctions

In a well-run school with a positive environment and extensive opportunities for purposeful activity, conduct is invariably good. Discipline, of course, has to exist. However, the majority of pupils will pass through the School without being involved in any serious disciplinary processes. The aim is to develop a happy School with a friendly, family

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atmosphere in which pupils grow up to act reasonably with consideration for others and by consent rather than by compulsion. This approach is not a soft option - it is a much more difficult way than the imposition of an authoritarian regime where youngsters, through fear, do unquestioningly as they are told. Our personal standards and example are a major influence and it is particularly important that we do not appear to take the help and co-operation of the children for granted.

Pupils should be shown the same respect, courtesy and thanks that one would give to an adult in similar circumstances. Good discipline and high standards generally within the School depend on all of us all the time. The form based structure of the School demands that, for the School to be successful, the whole Staff must be concerned with maintaining high standards in all respects. In itself, such a positive attitude is probably the most important single contribution that each of us can make to the effective running of the School.

1.6.7 Misdemeanours

Misdemeanours are categorised on a sliding scale, which is designed to be transparent and fair. Sanctions are applied according to the category of misdemeanour, bearing relevant circumstances in mind.

All sanctions of level 3 or above should be recorded in the Behaviour Log which is kept by the Deputy Head. For 'lesser offences' it is recommended that tutors keep an informal note in their diaries in case of repetition.

Corporal Punishment is not used or threatened in any part of the school. Where physical intervention may be necessary procedures should be followed as set out in the School's Physical Restraint policy.

We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of one of the Assistant Heads and are recorded in the Child's Confidential notes. A parent is informed on the same day.

Level	Example Misdemeanour	Example Sanction	Action
1	<ul style="list-style-type: none"> • Running on a pathway • Untidy or dirty appearance • Bad manners • Inappropriate language • Poor behaviour in the dining hall or in the lunch queue • Disrupting the learning process (See classroom sanctions) • Being inside the school buildings in break 	A quick 'telling off', explaining reasons and giving guidance so as to avoid repetition.	Dealt with by staff at source.

	<ul style="list-style-type: none"> Turning up to class without the correct equipment unless there is a valid reason 		
2	A repeat/persistent or more extreme examples of items in Level 1	<p>Loss of 1 house point</p> <p>A formal reprimand. Clear exposition of what is wrong, required and expected - warning of what will happen next if repeated -with, if relevant a short task to help get the message home (stay in at break to complete work, change places in class, stay next to member of staff in playground, go to back of queue, help tidy up at the end of the lesson)</p>	Dealt with by staff at source. Recorded in Pupil weekly Record book
3	<ul style="list-style-type: none"> Use of foul language or rudeness Any form of intentional swearing or the use of offensive language Being intentionally deceitful Poor or dangerous behaviour on the school coach Any form of physical aggression, kicking, punching, hitting etc Spitting Any behaviour likely to jeopardise the safety of themselves or others e.g. dangerous behaviour in Science, DT, Cookery, Art, Sport/PE or around the school in general 	<p>Loss of 2 house points</p> <p>Any pupil who warrants a 2 point deduction should be sent to the Head of Year/Assistant Head whether a behavioural matter or an Academic matter, so that the point deduction can be recorded in the pupil's weekly record book.</p> <p>This level is rather more serious than the level 2 and is designed to punish the pupil who commits a more serious offence. This level of punishment</p>	The parents will be asked to sign the record book so that the school knows they have been informed of the incident. The incident should then be recorded in the pupil's individual confidential notes on SIMS. The form tutor will enter the minus house points into 'Aim' on the following Thursday so that the points deduction is recorded on the school computer system.

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		<p>can only be given by the Head of Year, Assistant Head or the Deputy Headmaster.</p> <p>Internal Suspension for a fixed period may be used as an option here. This involves a pupil spending breaktimes inside for a fixed period of time.</p>	
4	Persistent Level 3	All of above plus incentive card to help modify undesirable behaviour.	Refer to Head Year -if immediately apparent that sanctions are not effective, refer to the Assistant Head or Deputy Headmaster
5	<ul style="list-style-type: none"> Being intentionally rude or cheeky to a member of the teaching or non-teaching staff Any form of vandalism to school property or another person's property. Any form of stealing. Bullying of any kind. (See Anti-Bullying Policy) Interfering with another pupil's property without permission. This would include tampering with another pupil's bag, books, kitbag, locker, desk or computer directory. Interfering with property belonging to a member of the teaching or non-teaching staff without permission. 	<p>Loss of 3 House Points</p> <p>Remedial action/sanction stronger</p> <p>Internal Suspension for a fixed period may be used as an option here. This involves a pupil spending breaktimes inside for a fixed period of time.</p>	<p>For bullying incident, initiate Bullying & Serious Incident record pro forma.</p> <p>Refer to Assistant Head or Deputy Headmaster</p>
6	Serious breach of conduct; abuse to a member of staff; repetition Behaviour resulting in serious danger to self or others.	Suspension	Deputy Headmaster/Headmaster

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	Reluctance to accept authority or to modify behaviour.		
7	<p>Committing an excludable offence (see exclusion policy).</p> <p>Repetition of Level 6 offence</p> <ul style="list-style-type: none"> • Any pupil caught indulging in any of the following will be sent to the Headmaster immediately. Parents will be contacted and the pupil will be excluded either for a specified period of time or permanently. As outlined in the policy statement below. This list is a guide and is not exhaustive. • Persistent stealing • Smoking • Alcohol or drug consumption • Repeated bullying • Serious anti-social or violent behaviour towards another pupil or adult • Repeated vandalism 	Exclusion	Headmaster

Exclusion Policy

Where, after initial investigation, it appears that the school may consider it necessary to exclude a pupil, the pupil may be further interviewed by up to, but no more than, two members of staff, one of whom at least will be a member of the Senior Leadership Team. The decision to exclude a pupil for a fixed term will normally be taken by the Head but may, in exceptional circumstances, be taken by the Deputy Head.

If the decision is taken for a fixed period of exclusion the parent will be contacted, usually by telephone and the circumstances explained together with the school's decision. The parent will be invited to respond and may be asked to talk to a member of the Senior Leadership Team. A record of the suspension/exclusion will be kept by the Deputy Head in the Exclusion Log.

Permanent Exclusion is a decision for the Head, and only in exceptional circumstances will it be taken by the Deputy Head. Where Permanent Exclusion is considered there will be a period of fixed term exclusion beforehand during which parents will be contacted and told that such a sanction is being considered. They will be invited to meet the Head and Deputy Head (or in exceptional circumstances the Deputy Head and a member of the Senior Leadership Team) together with the child in order to clarify what has happened and for the parents to explain any mitigating factors. After this meeting the Head, or Deputy, will make a decision which will be conveyed in writing to the parents.

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Should the decision be for Permanent Exclusion, parents will be told that they have the final option of taking their case to a hearing of a Governor's Appeal Panel, consisting of three members of the Governing Board and that they should ask for this by writing to the Chair of the Board.

The DSL [Designated Safeguarding Lead] will inform the local education authority should any pupil be permanently excluded from the school to ensure no child goes 'missing in education.'

Non-Payment of School Fees

As an independent school, Yateley Manor's income is derived from the fees paid by parents, guardians or others on behalf of the pupils. Failure to pay outstanding school fees could lead to the withdrawal of a place from the School roll. Once fees are in arrears, withdrawal of a place is entirely at the Headmaster's discretion. It would be unusual for a pupil to still be in attendance at the School at a point where solicitors have been instructed to recover a debt.

Withdrawal of a place in these circumstances is not included within this Exclusion Policy & Procedure but forms part of the financial management of the School and the contract between parents/ guardians/ others and Yateley Manor.

1.7 The Role of All Staff on Break Time Duty

Duty staff have a vital role to play in monitoring pupil behaviour at break times. Any poor or anti-social behaviour should be dealt with as soon as possible and appropriate action taken in accordance with the sanctions outlined in this document.

1.8 Special Needs [Equality Act 2010 Regarding Pupils with SEND]

Sometimes it may be necessary to develop an individual educational plan [IEP] for a particular pupil who may have particular problems behaving in a certain environment e.g. the less structured environment at morning and lunch breaks. Such a programme would be developed by the tutor and Head of Year and the programme agreed with the parents. The tutor will then relay this programme to all members of the duty staff so that a consistent approach can be adopted. The plan will set the specific behavioural targets and is reviewed at regular intervals.

If a particular pupil is causing concern in the playground it is vital that all members of staff recognize this pupil. Such a pupil will be flagged up by the Head of Year at morning staff briefings and/or via internal e-mail.

1.9 Equal Opportunities

This policy document stems from the belief that every child has the right to learn and that no child has the right to disrupt the learning process. Every child also has the right to feel safe and the right to be treated with respect.

1.10 Parental Involvement

A successful whole school Behaviour Policy depends on a healthy relationship existing between the school and the parents. At Yateley Manor we encourage parental involvement in the daily life of the school in the following ways:

- Regular meetings with parents on an informal basis either before or after school each day. In this way parents can come and talk over their child's progress either academically or socially with the form tutor, the subject teacher, Head of Year or member of the senior leadership team.
- Parents are invited to concerts, plays and assemblies so that they can feel part of the educational process.
- A weekly newsletter appears on the school's website and a link is sent to all parents informing them of events that have happened that week as well as alerting them to forthcoming events. The newsletter is also vital for ensuring that parents are kept informed of important developments in the school. Information is also available using Instagram, Facebook, Twitter and via the Yateley Manor App.
- More formal parents' evenings during the year where parents can talk with their child's tutor as well as various subject teachers about their child.
- There is an active PTA [FYMS] and both staff and parents work together to plan fund raising events for the school.
- Parents are encouraged to come on the many educational visits made each school year.

Parents play a vital role in monitoring their child's homework diary. Parents are asked to sign the record book each week to indicate that this has been done and that any punishments have been noted. Parents are also encouraged to communicate with the school through e-mail or through the weekly record book which is shown to the form tutor/subject teacher, Head of Year etc.

1.11 Assessment

If this policy is effective, children at Yateley Manor will behave well, treat others with respect and take responsibility for their own actions.

1.12 Monitoring & Evaluation

This policy document will be monitored and evaluated by the Pastoral Deputy Head at the end of the each academic year to ensure that it continues to be effective and fit for purpose.

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1.13 Health and Safety

If a child's behaviour is considered a possible Health and Safety risk then an individual risk assessment will be completed for that child and posted on the school intranet. This risk assessment will be completed by the child's tutor and the Health and Safety Officer.

1.14 Sustainability

This policy document is posted on the school intranet for staff and on the Internet for parents thus avoiding the need for paper copies.

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2 Pre-Prep Behaviour Policy

It is appropriate for the school to have a different approach in some respects for younger children. Carly Skillett [Assistant Head Lower School] has overall responsibility for behaviour management in the Pre-Prep department including Early Years [EYFS]

2.1 Rationale

We believe that a high standard of behaviour facilitates effective teaching and learning. There needs to be clear communication between year groups particularly when the children move from one Key Stage to another. Transition meetings are arranged during the second half of the summer term so that key information regarding both academic and any behavioural issues can be passed on to each child's new teacher in September.

2.2 Aims

- To provide children with a sense of respect for others and understanding of the need for honesty and tolerance.
- To provide a calm and positive learning environment, enabling the teacher to teach without distraction or disruption.
- To instil a sense of right and wrong giving children clear choices.
- To encourage good behaviour, self-discipline and good citizenship.
- To ensure all adults in Pre-Prep are good role models to the children.
- To provide a fair and consistent system of sanctions and rewards for the pupils.
- To inform and fully involve and support the parents.

2.3 Objectives

Aims are consistently reinforced through a planned assembly timetable, during form time and in PSHE sessions.

Adults in Pre-Prep act as powerful role models in school. In our attempt to promote desirable behaviour, we ensure that we treat pupils and other colleagues courteously and with respect and that we set the best example possible. Adults in Pre-Prep recognise and reward good behaviour to achieve the standards of behaviour outlined in this policy document.

The 'Beebehaviour' system and the House Point system are fundamental parts of our positive behaviour management strategy in Pre-Prep. For the Reception and Year 1 children, there are 4 stages to the 'Beebehaviour' system. Each child starts with their picture on the beehive (expected level of behaviour); the flower is achieved by exceptional behaviour, and the honey pot would be two acknowledgements of excellent behaviour in one day. If a child is given a warning or spoken to about their behaviour, their photo is taken off of the beehive and placed in their tray/on the teacher's desk; they then have the chance to

redeem themselves throughout the day. House Points in Years 1 and 2 are given out for both academic successes and examples of exemplary behaviour.

2.4 Rewards

House Points: A tube system is displayed in Pre-Pep Hall with each house name on it. Each child can earn a House Point for both academic or pastoral reasons. Each week the winning house gets announced in INAMOS.

Pre-Prep Core Values: The children are continually fulfilling the core values of the school (Happiness, Resilience, Reflection, Relationships, Teamwork, Community). If a child has demonstrated each core value at least once in a term (and their name is on the board) they get presented with a special Core Value certificate.

Star of the Week: Each week a child in Years R, 1 and 2 is chosen to be the Star of the Week. A certificate, and the class toy, is presented to this child in a Friday Celebration Assembly.

Year 2: Stars are rewarded for academic work or behaviour. This may be for effort, presentation, achievement, concentration, team work etc. Each 3rd star collected is a gold star. When a child has collected 10, 15, 20, 25 or 30 gold stars they are awarded with a certificate in Celebration Assembly and their name put in INAMOS

Year 1: Teachers give the children a smiley face for good work or behaviour. The 3rd smiley is a gold star. When they get 10, 15, 20, 25 or 30 gold stars they are awarded a certificate in Celebration Assembly and their name put in INAMOS. The children can gain stickers for good work and behaviour.

Year R: Smiley faces are given out for exceptional work or effort which is also recognised in INAMOS.

2.5 Sanctions

2.5.1.1 *Outside*

There are clear rules for the outside play area which were discussed and decided by the children and are reinforced with posters around the Pre-Prep building. See Appendix 2.

- If a child is not making sensible choices, a time out will be given, and their class teacher informed.
- If a child injures another child, parents of both children will be informed. This will also be logged in the Pre-Prep incident book and with Matron.
- If a child intentionally damages school property, the child's parents will be informed.

We have a zero-tolerance approach to play fighting.

2.5.1.2 *Inside*

Year 1 & 2 have their own classroom rules decided by the pupils (Class contract).

If a pupil breaks the classroom rules staff will follow the following sanctions programme so that pupils know exactly what will happen next:

- Poor behaviour - if you break a rule the member of staff will tell you and warn you, explaining what rule has been broken and identifying examples of good behaviour.
- If you do it again the member of staff will give you a second, much sterner warning and you will remove your photo from the Beehive (R&Y1), or have your name written on the teacher's desk (Y2).
- If you do it a third time the member of staff will ask you to speak to Miss Skillett.

If a child continually misbehaves or loses playtimes the child's parents will be informed by the class teacher. If sanctions fail to work, it will be referred to the Head of Pre-Prep. If the child's behaviour continues to be unacceptable, then the Headmaster is to be involved. At this stage exclusion will be considered.

2.6 What is Disruptive Behaviour?

Disruptive behaviour could involve: (Level of intervention)

Level 1: (Class teacher)

- Making strange unnecessary noises
- Involving other children against their will to stop working
- Moving around the classroom in an inappropriate way or at inappropriate time
- Being continually unkind and verbally aggressive

Level 2: (Assistant Head Lower School)

- A repeat/persistent or more extreme examples of items in Level 1
- Use of foul language or rudeness
- Being intentionally deceitful
- Poor or dangerous behaviour on the school coach
- Any form of physical aggression, kicking, punching, hitting etc
- Spitting
- Any behaviour likely to jeopardise the safety of themselves or others e.g. dangerous behaviour in or around the school in general

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Level 3: (Deputy Headmaster/Headmaster)

- Injuring another child - evidence of injury on a child's body e.g. bite mark, bruise, scratch marks, stabbing

In some cases, the seriousness of the behaviour may result in an incident being dealt with at a higher level than indicated in the procedures set out above.

Corporal Punishment is not used or threatened in any part of the school. Where physical intervention may be necessary procedures should be followed as set out in the School's Physical Restraint policy.

We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of Pre-Prep and are recorded in the Child's Confidential notes. A parent is informed on the same day.

2.7 Equal opportunities

This policy document stems from the belief that every child in Pre-Prep has the right to learn and that no child has the right to disrupt the learning process. Every child also has the right to feel safe and the right to be treated with respect.

Children with recognised behaviour needs will have an IEP. Forward any 'expressions of concern' to Head of Learning Support.

2.8 Parental Involvement

For this policy to be achievable it is essential that all members of the school community work together in pursuit of a common goal. It is vital that we welcome the involvement of parents.

2.9 Assessment

If this policy is effective the children will behave well and, at this age, begin to take responsibility for their own actions.

2.10 Monitoring and evaluation

Following this policy should give staff, parents and children clear guidelines and expectations for behaviour. Staff, parents and children should all know the aims of the behaviour policy and have knowledge of how the rewards and sanctions are used.

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Health and Safety

If a child's behaviour is considered a possibly health and safety risk a risk assessment will be completed for that child.

2.11 Cross-Curricular Links

PSHE

2.12 Planning

There is a planned assembly rota linked to the behaviour policy.

2.13 Resources

- Rewards policy ('Bee' behaviour boards, House Points and Star/Smiley face charts)
- Green and Red playtime books

2.14 Display

In the Pre-Prep hall there is a Core Values board where our values are stated and children's achievements towards these values are evident.

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3 Nursery Behaviour Management Policy

3.1 Statement of intent

Our nursery believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. Karen Barber [Nursery Manager] has day to day responsibility for the management of behaviour in the nursery.

3.2 Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

3.3 Methods

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways that are appropriate for the children's ages and stages of development - for example distraction, praise and support.
- We familiarise new staff and volunteers with the nursery's behaviour policy and its rules of behaviour.
- We expect all members of the nursery - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the nursery.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses)

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are brought to the attention of the Assistant Head [Lower] and are recorded in the Child's Confidential notes. A parent is informed on the same day.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanation rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and to decide jointly how to respond appropriately.

Corporal Punishment is not used or threatened in any part of the school. Where physical intervention may be necessary procedures should be followed as set out in the School's Physical Restraint policy.

3.4 Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children;
- We explain to the child why her/his behaviour is inappropriate;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to say sorry for her/his actions;
- We make sure that children who bully receive praise when they display acceptable behaviour;
- We do not label children who bully;
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

4 Appendix 1 - Classroom Rules for DT & Science

General classroom rules across the school are recorded elsewhere in this behaviour policy. There are certain key areas of the school where good behaviour is essential for the general health and safety of all pupils and staff. Below are the classroom rules specific to the Science and DT Departments:

4.1 DT Classroom Rules

- Do not enter this room without a teacher's permission - wait quietly outside in an orderly fashion.
- Leave all bags outside the classroom; blazers should be hung on the pegs provided.
- Do NOT run anywhere in this room.
- Do NOT shout.
- Remember to use all safety equipment provided when cutting, sawing or gluing (safety rulers, safety mats & bench hooks)
- Return all tools and equipment to their proper places after use.
- Report anything damaged, broken or unsafe if you spot it.
- Always act in a safe and appropriate manner that will safeguard yourself and your fellow pupils.
- Upon hearing the fire bell, follow the teacher's instructions to leave immediately by the appropriate exit.

4.2 Science Laboratory Rules

- Line up quietly before entering the lab
- Never enter the lab without staff present
- Always move around the lab carefully and quietly
- Always keep the aisles clear for safe movement
- Do not touch anything left on the sides until you are given permission
- Do not put anything in your mouth without permission
- Keep a clear workspace, keeping chemicals and equipment well away from the edge of your bench
- Tie hair back, tuck in ties, stand with stools tucked under the bench and always wear goggles
- Work with consideration for your safety and that of others
- Treat burns and chemical spills immediately with cold water, and alert a teacher of injury or broken equipment straight away

5 Appendix 2 - Pre-Prep Playground Rules

Pre-Prep's Playground Rules



We listen to and look after each other.

We look after the equipment and tidy up at the end of play.

We include everyone in our play and in our games.

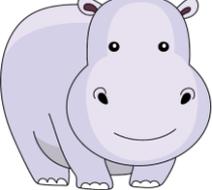
We share and take turns.





We use kind words and are polite to everyone.

We use gentle hands and feet when playing.



We make sure that everyone is happy and included.

We make sensible choices.
(e.g. only using a stick to dig and keeping it on the ground, no play fighting, no chasing each other inside the fenced area)

We listen carefully to the teachers' instructions.



We find a teacher if something goes wrong.

We can choose who we would like to play with.



Play equipment rules

- 4 children maximum on the circular swing (2 standing, 2 sitting)
- No pushing on the swings
- 3 children maximum on the spinner
- Do not use the slides or climbing wall when it is wet



Yateley Manor