Norwich School
Lower School Behaviour Policy

This policy covers how the Lower School, including EYFS and the After School Club, promotes good behaviour, responds to poor behaviour, the support systems in place for pupils with special educational/emotional needs and/or disabilities plus suspensions and exclusions. These were previously separate policies but are now collated here. This policy is written with regard to the DfE advice 'Behaviour and Sanctions' in schools 2014.

Promoting good behaviour (Reception to Upper Three, including EYFS)

The school seeks to promote routine good behaviour, cooperation and industry by means of rewards including praise and recognition, both public and private, stars and 'commendations'. Mutual respect is regularly promoted and expected. Praise and recognition are given informally during lessons and activities, and also during Form periods, House Assemblies and School Assemblies. The School has a Community Code which makes clear to pupils the way in which they should aspire to behave. Those pupils who excel in following the points of the Community Code will be rewarded with a Community Star. For any pupil, in Lower 2 to Upper 3, failing to observe a particular point on the Community Code will be given a warning to improve and if this is not followed a Caution will be given. There is a simple set of basic school rules which the pupils are expected to respect.

The formal system for rewarding routine good behaviour is the awarding of Stars. Stars can be awarded in three different areas of school life; Curriculum (yellow star), Co-Curriculum (orange star) and Community (purple star). This can be for a single act or cumulative over a period of time. Staff are encouraged to use these to recognise good behaviour (including politeness/manners, thoughtfulness and care), as well as academic effort, attainment, or improvement. The Star is completed and handed to the pupil, who takes it home to be signed by a parent/guardian, upon which it is returned to school and 'posted' in the Star Box. The Star Boxes are emptied weekly by the Lower School Administrator. Once a pupil receives 20 Stars they will receive their One Star Badge, their Two Star Badge at 40 and their Three Star Badge at 60. Those pupils who pass the 60 Star mark and have received 40+ Curriculum Stars, 10+ Co-curriculum Stars and 10+ Community Stars will be awarded the Gold Star Badge. Pupils who attain a Gold Star Badge are entitled to wear it for the duration of their time at the Lower School.

Each term: The House with the greatest number of Stars receives the House Star Cup and the pupil with the greatest number of individual Stars receives the Star Cup. The class with the greatest number of effort grades receives the Class Effort Cup and the House with the fewest Cautions (see below) receives the Caution Cup. In addition to this there is a recipient for the Manners Cup each term chosen by members of the school staff. There is also the presentation of the Friendship Cup at Speech Day for a member of the Upper 3 chosen in a secret ballot by the pupils of that year group with special thought given to the pupil who has shown true friendship, thoughtfulness and respect to all members of the school.

Responses to unacceptable behaviour (Lower 2 to Upper 3)

The school doesn't threaten, allow or condone the use of corporal punishment.

All sanctions must be proportionate to the offence committed, the age of the pupil, his/her record, and subject to appeal (by someone who has not been involved in awarding the punishment), recorded and must not be demeaning.

The Master and Principal Deputy Head manage the system of sanctions, with the exception of exclusions (see below).

Verbal warnings are issued for minor offences and reminders of expected behaviour; should these be repeated or the offence be deemed greater then a *Caution* may be given which is recorded in the *Cautions Book* with a clear explanation given to the offender. A pupil who is being particularly disruptive or disrespectful will be sent immediately (accompanied by another pupil) to The Master or the Principal Deputy Head. The Principal Deputy Head meets with those pupils awarded a *Caution* every week to briefly discuss the offence asking for explanation and again a reminder of expected behaviour is given; the Principal Deputy Head will refer to the Community Code and where appropriate the basic school rules. Should a pupil receive three *Cautions* in any one half term period a *Notice* is written listing the three offences and is then sent home with the pupil. The *Notice* serves two purposes; to notify parents of their child's poor behaviour and to give a 'notice to improve' to the pupil themselves. A *Notice* is counter signed by both the Principal Deputy Head and by the parent/guardian; this is then returned to school.

A *Stripe* may be issued by the Master based on the advice of any member of the teaching staff for a single offence, for example, any kind of physically aggressive behaviour, dishonesty or stealing. A *Stripe* must be taken home to be counter signed by a parent/guardian before being returned to school.

Notices and *Stripes* are kept in the pupil's file once they are returned to school.

A pupil may be suspended upon consultation of the Master of The Lower School and The Head Master for serious or repeated breaches of the school rules or law-breaking; for bringing the school into disrepute.

All Stars, Notices and Stripes are recorded on pupils' end of term report for parents.

Responses to unacceptable behaviour (Reception to Upper 1)
The school doesn't threaten, allow or condone the use of corporal punishment.

All sanctions must be proportionate to the offence committed, the age of the pupil, his/her record, and subject to appeal (by someone who has not been involved in awarding the punishment), recorded and must not be demeaning.

The Master, Principal Deputy Head and Head of Pre-Prep manage the system of sanctions for pupils in Reception to Upper 1, with the exception of exclusions (see below).

The aim of Reception (EYFS) to Upper 1 is to promote the development of each individual enabling them be independent and enthusiastic about their learning. We want children in Reception to Upper 1 to feel safe and secure with children able to work and play alone or with others. In order to achieve this we aim to help children understand their behaviour and to make appropriate choices to ensure their happiness and that of those around them.

As members of staff we have a positive approach to behaviour management, offering the children an appropriate role model by ensuring we treat each other with respect and politeness. Before and during activities adults discuss the behavioural expectations with the children to ensure they understand how to behave whilst participating in that activity.

In the event of children behaving in a manner which is inappropriate a member of staff will intervene and help the child to understand what they have done and consider how they can put it right. If the behaviour has hurt another child (either physically or emotionally) we ask the

injured child how it can be put right and then ask the other child to comply. Of course guidance and support will be required for this, such as suggesting an apology and or help to put it right.

On certain occasions it may be necessary to remove a child from a particular activity, or suggest they find or find them an alternative activity. We operate a three warnings policy (the member of staff will remind the child of the behavioural expectations on two occasions before applying a sanction such as asking a child to leave an activity). If a child is removed a member of staff will support them in finding a more suitable activity. If after a break from the activity they struggled with a child wishes to return and try again we positively encourage this.

Members of staff always make it clear that it is the behaviour that is the problem not the child, when talking to both the child and the parent/carer. Parents/carers will be informed of any such action taken by staff relating to any incident of inappropriate behaviour that has caused injury to another child or adult or has led to a child being removed from an activity.

The staff will record and share with parents any repeated or serious incidents of inappropriate behaviour and will discuss the ways in which the staff can support children in their social learning. The record will include the date the sanction was imposed, the name of the pupil, their class, the reason for the sanction and the name of the member of staff administering it. This record will be monitored jointly by the Head of the Pre-Prep and the Principal Deputy Head both in the interms of fairness, consistency and identifying trends in poor behaviour.

Class teachers monitor incidents and if patterns of behaviour occur, it should be raised at the staff meetings to ensure consistency of approach by all staff, parents should be informed of our concerns and there will be increased communication between home and school. Should it be necessary a child can be placed on a behavioural IEP with parental consent and strategies will be shared which can support both the child and parent/carer. In addition, the following may be done:

- Behaviour charts to enable celebration of good behaviour.
- Support from the Learning Support Coordinator at the Lower School.
- Small group work or 1:1 support in self-esteem or emotional literacy.

In cases of continued behavioural difficulties the staff will, with parent/carer permission, seek advice from outside the school.

The staff encourage parents/carers to share any concerns they have and will aim to provide suitable advice or guidance if needed. Such concerns will be treated in confidence (unless the concern is of a Safeguarding matter, in which case the needs of the child are paramount and the Designated Safeguarding Lead will be informed).

A pupil may be suspended upon consultation of the Master of The Lower School and The Head Master for serious or repeated breaches of the school rules or law-breaking; for bringing the school into disrepute.

Appeals (Reception to Upper 3)

Pupils can appeal against any sanction (punishment) to the Master of the Lower School or the Head Master; for punishments other than suspension or exclusion, any appeal must be made within 24 hours of the punishment being given.

Support Systems for Pupils/ Reasonable Adjustments (Reception to 3)

The school is conscious of its responsibilities under the Equality Act (2010) to ensure reasonable adjustments are made for pupils with special educational needs/disabilities.

There are a number of support systems in place for Lower School pupils having difficulty with their behaviour to try and prevent them getting to a stage where they require suspension or exclusion. For Lower 2 to Upper 3 pupils having difficulty, the Lower School operates three support cards: Form Tutor Support Card (Green), Academic Support Card (Yellow) and Behaviour Support Card (Pink). Each card will include specific targets for the pupil on how to improve. These targets are agreed by the pupil's Form Tutor and the Principal Deputy Head. The pupil takes the Support Card to every lesson where each teacher will comment on their conduct in the lesson in view of the specific targets. The Support Card is taken home each night for parents to read and sign. Pupils are usually placed on a Support Card for a two-week period and in the majority of cases this is enough to see a significant improvement, however this is not a definitive amount of time and Support cards will be continued should a suitable need still be apparent. Form Tutors will meet/talk with parents before, and often after, a Support Card is used.

Those pupils in Lower 2 to Upper 3, who regularly exhibit low-level poor behaviour will be placed on a 'Behaviour Support Card' (BSC). The BSC will include specific targets for the pupil on how to improve their behaviour. These targets are agreed by the pupil's Form Tutor and the Second Master. The pupil takes the BSC to every lesson where each teacher will comment on their conduct in the lesson in view of the specific targets. The BSC is taken home each night for parents to read and sign. Pupils are usually placed on a BSC for a two-week period and in the majority of cases this is enough to see a significant improvement in their behaviour. Form Tutors will meet/talk with parents before, and often after, a BSC is used. For any pupil in Lower 2 to Upper 3, who does not make significant improvement may then be placed on a 'Behaviour Contract'. If the terms of the Behaviour Contract are not adhered to then a pupil may be suspended or excluded.

Should it be necessary a child in Reception to Lower 1 can be placed on a behavioural IEP with parental consent and strategies will be shared which can support both child and parent. In addition, the following may be done

- Behaviour charts to enable celebration of good behaviour
- Support from the Learning Support Coordinator at the Lower School.
- Small group work or 1:1 support in self-esteem, emotional literacy

For those pupils whose poor behaviour may be linked to a learning support issue the Lower School offers a wide ranging learning support programme. Sessions are offered to individuals and small groups to boost self-esteem and to aid with social skills. The Lower School follows guidelines set out in the *S.E.N.D. Code of Practice (2015)* regarding reasonable adjustments.

For those pupils whose poor behaviour may be rooted in a psychological or emotional issue the Lower School offers an in-house Councillor. The Councillor will meet with the pupil once a week (for as long as required) to support the pupil and help them to try and find a resolution to the issue(s) which may be effecting their behaviour.

There is a clear programme of transition from the Lower School to the Senior School which includes Upper 3 tutors meeting with Lower 4 tutors and the Head of the Fourth Form. Any pupils with behavioural concerns will be discussed at this meeting. Details of any reasonable adjustments will also be made clear at this meeting and in the file of each pupil as they transition between the schools.

Suspension / Exclusion (Reception to Upper 3, including EYFS)
For further information on Suspensions and Exclusions please refer to the school's Suspensions and Exclusions Policy.

Malicious Accusations against staff.

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the School will consider whether to apply an appropriate sanction, which could include suspension or permanent exclusion.

An allegation is malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive.