



## **The White House Preparatory School and Woodentops Day Nursery**

### **BEHAVIOUR, REWARDS and SANCTIONS POLICY**

#### **Includes: Exclusion, Physical Restraint and SEND.**

The principles that underpin good behaviour are the consideration for others as encapsulated in the school motto "*curo et consocio*" - 'I care and I share' and the school song "*Our Sharing Day*".

Considerate behaviour and the development of self-discipline are achieved through a co operative process involving children and parents as well as teachers. All members of the community work towards the school's aims by respecting children as individuals and providing a well ordered environment in which all are fully aware of behavioural expectations. We believe in encouraging, praising and rewarding good behaviour, by promoting a sense of community and providing good role models and by supporting one another. We believe 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.

Behaviour is a choice and children are better equipped to make good and positive behavioural choices when they are aware of different behaviours and their potential impact. We recognise children need to be supported in their personal development and that they may from time to time act in a manner which may not be acceptable. Children's behaviour will be managed positively and constructively to encourage good behaviour, to enable children to appreciate the nature of their choices and to make increasingly good decisions about their own behaviour.

Our aims for behaviour are that all children will:

- be tolerant and understanding of the feelings and needs of others
- develop a responsible and independent attitude towards their roles in the community
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- learn to have respect for others and to behave courteously towards them





- contribute to a safe environment
- be able to work in an orderly atmosphere
- be able to understand the role of and the needs for discipline as a positive element of school life
- develop good decision making which is underpinned by respect for self and for others.

**Staff will neither use nor threaten to use corporal punishment.**

All members of the school community must be made aware of and agree with the expectations of behaviour. This is to be achieved:

- **Staff:** through staff meetings, policy documents and good practice as exemplified by senior staff. We require staff to provide a positive role model of behaviour by treating children and adults with friendliness, care and courtesy. We require all staff to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the child's age. Staff should also refer to the Staff Code of Conduct and Behaviour Policy for more guidance on staff behaviour expectations.
- **Parents:** through receiving a clear explanation of the school's ethos before they choose the school via show rounds and the website and a description of the school's behaviour and anti-bullying policies at their Autumn curriculum meetings and/or settling in sessions.
- **Pupils:** by actively looking for the positive, using praise and feedback and reward for good behaviour. Correct behaviour is reinforced in pupils, through books, through discussion in PHSEE lessons and in school assemblies as well as in other contexts.

A good relationship between parents and school is essential. Parents should feel welcome at school and must have access to the teacher or Head and Principal at the beginning or end of the day. Teachers are committed to communicating to parents positive feedback concerning behaviour as well as pointing out areas requiring improvement.

### **Encouraging Positive Behaviour**

We believe the best way to encourage acceptable behaviour is to reward pupils who exhibit such behaviour.

All classrooms should display a behaviour chart so that children are given the opportunity to be praised for good behaviour and given an appropriate reward. Teachers apply their own range of



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rewards which seek to complement and support the whole school formats. All teachers are engaged in the following:

- Stars and stickers for good effort or excellent work as well as to endorse desirable behaviour – personal and academic.
- Verbal commendation in Assembly or class time.
- The Headteacher encourages colleagues to send children to him for reasons of good work, effort or for another positive affirmation reason.
- ‘Good Behaviour’ badges awarded weekly in Assembly for Reception to Year 6.
- House points given for considerate, helpful actions as well as good work and other positive contributions. Rewards for house points work on a termly basis so from the start of each term the following are awarded to children who achieve:
  - 10 house points – class teacher award certificate
  - 20 house points – Headmaster's award certificate presented in assembly in front of the school
  - 30 house points – Headmaster awards certificate and badge in assembly in front of the school
- The House Cup is awarded to the house with the most points. A wide range of activities contribute to this including inter house competitions but most importantly the day to day behaviour, efforts and achievement of each and every one of the pupils.
- End of year awards for Good Fellowship, Diligence and Courtesy as well as subject awards.

### **Communicating to Parents**

- Class teachers will make a conscious effort to communicate home about daily/weekly/occasional moments of children “caught being good”.
- Good Behaviour Awards are announced in the Head’s Friday newsletter.
- Class Teachers identify 2 children each week who they will communicate about directly to parents during that week about something positive. Communication may be in conversation or email.

### **Day Nursery and Early Years**

When a child is displaying behaviour that is not acceptable, we support the child to see why their behaviour is unacceptable. It is the settings policy to bring that child close to the key worker who is responsible for Day Nursery children where the ratio is 1:3/1:4 where they feel more involved. The room is also arranged so that each group of 8 children is attached to one teacher giving the child more security, thus giving less reason for disruption, and generally more control for the teacher who gets to know the children and parents in her group. If a child is continually





disruptive the Principal or Nursery Manager or EYFS Lead will normally ask the parent to come in for a 'chat and a cup of tea' where we can discuss what the causes may be and hopefully decide on a new direction in which we can help the child to enjoy their time at school more.

### **Addressing Inappropriate and Unacceptable Behaviour: Sanctions-Reception to Year 6**

The best way to encourage acceptable behaviour is to reward pupils who exhibit such behaviour, however when children's behaviour is unacceptable sanctions may be applied. The purpose of sanctions is to reinforce expectations of behaviour also to help children appreciate they need to make better choices about their behaviour. Sanctions must be supported by interventions/conversations to help children appreciate what they have done wrong, explore why and what alternative behaviours they might have chosen. Parents may be involved in this process at the appropriate moment(s).

Staff are expected to investigate fully any reports of inappropriate and upsetting behaviour. Children are to be trusted in what they tell us however sometimes their presentation of events is limited in the full context and actions, and sometimes clouded by perspective. Staff should move cautiously but in a determined manner to establish what has happened and the role played by different parties before drawing a conclusion and determining a response.

Sanctions are hierarchical and most children will not proceed beyond the first or second stage. In certain extreme cases of violent or persistent or/and serious disruptive behaviour a pupil may be referred directly to the Deputy Head or Headteacher.

**Punishment of whole groups should be avoided wherever possible - every effort should be made to identify whoever is responsible for the behaviour and to address them without trying to make "an example" of them.**

Incidents and Sanctions applied together with escalation should all be logged on the Pastoral and Behaviour section of CPOMS and may include the following:

#### **1.Classroom Behaviour**

1. First warning within lesson (moved down on behaviour chart – should be moved back up after an improvement)
2. Second warning within lesson (moved down again on the behaviour chart and miss a





portion of breaktime with that member of staff nb. Children should never be given a time out in the garden for something that happened in class

3. Continued disruption / poor behaviour should be added to the class behaviour log and may also result in:
  - a) Inform SLT member who will speak to the child
  - b) Parents informed (check with SLT)
  - c) Letter of apology
  - d) Child sent to Deputy Headteacher

NB. Children must never be sent out of a classroom and stood in the corridor or landing or in another unsupervised room. On occasion it may be appropriate to seek the support of a colleague in an adjacent classroom on the same floor.

## **2. Playground Behaviour**

All behaviour that has surpassed step one must be reported to the class teacher.

1. First warning
2. Second warning within same day "Time out" e.g. sitting on the steps or one of the benches supervised by a colleague on duty in the Garden
3. Continued disruption / poor behaviour should be added to the class behaviour log by the class teacher and may also result in:
  - a) Inform SLT member who will speak to the child
  - b) Parents informed (check with SLT)
  - c) Letter of apology
  - d) Child sent to Deputy Headteacher

## **3. Deliberate Unacceptable Behaviour**

The following behaviours should be reported to the Deputy Head

- Biting
- Spitting
- Intentional / violent physical behaviour (particularly if above the neck)
- Foul Language and persistent unkind name calling

The sanction should be proportionate to the action and may include more than one of the following:

- a) Inform SLT member who will speak to the child
- b) Parents informed (check with SLT)



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- c) Letter of apology
- d) Detention (Headmaster / SLT Detention)
- e) Child sent to Headmaster

#### **4. Further Escalation or response to a situation of particular seriousness:**

Parents must be involved should there be a serious issue or/and if behaviour is persistent. Most normally this would involve a meeting between the DH or/and Head with parents supported by email or written communication.

- Serious or persistent bad behaviour should be recorded.
- Report Card: The Deputy Head may apply a daily report card for a defined period of time (possibly up to a week and to be reviewed at the end of the period) which will require a child to have it signed by the responsible adult (e.g. Class or Subject Teacher, Playground Supervisor) with comment appropriate to the defined targets/focus of the card. The child must report to the DH on a daily basis so the report card can be reviewed, good behaviour positively appraised and any difficulties talked through and addressed appropriately.
- After School Time Out: for serious or repeated behavioural issues KS2 children may spend time working with the Deputy Head after school for a short period and no later than 4.30pm.
- Detention: Exceptionally detentions may be with the Headmaster which reflects the seriousness of the issue whether because of a single issue or cumulation and persistence.

#### **5. Exclusions:**

The school reserves the right to suspend (send home) a child whose behaviour is severely disruptive or who puts other children at risk. If an incident is especially serious or if a child persists in their behaviour then the school reserves the right to exclude them temporarily from their normal school life. In all situations the period will be for a limited fixed term. Parents will be informed in writing by the Headteacher.

There are 2 forms of temporary exclusion:

- Internal: a child will attend school as normal but will be supervised separate from their peer group by the AH, DH or Head. They will follow their academic curriculum with work set by the class/subject teachers. The period of internal exclusion would normally be for half to a full day.
- Suspension from school: a child will remain at home with their parents responsible for their care. Work will be set by subject and class teachers so the child keeps pace with what might have been covered in lessons in school. The period of suspension will normally be for one or two days but might, in exceptional circumstances, be for any period for up to a week.



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Return to normal school after temporary exclusion:

- Whether internal exclusion or suspension to support the child and their return to normal activities and timetable they may be placed on a Report Card for any period up to 2 weeks but most normally for 1 week reporting to the DH daily.

### **6. Permanent Exclusion**

The school reserves the right to expel a child whose behaviour is severely disruptive or who puts themselves, property or other children at risk. Exceptionally this may be for a single event but most likely will be the result of efforts to support the child in correcting their own behaviour having followed through the process of escalation as detailed above and through which the child has continued to be severely disruptive or/and has put other children or themselves at risk. Parents will be informed in writing by the Headteacher or Principal.

### **Appeal**

Parents have the right of appeal against a suspension or/and expulsion. They should put this in writing to the Principal together with reasons for their appeal.

- On receiving written notice of appeal the Headteacher will acknowledge receipt of the letter within 2 working days.
- The Principal will consider the appeal and aim to meet with parents normally within 7 working days of receiving the appeal. The time frame will be longer if this process occurs at the end of a term as the school breaks for a vacation.
- The outcome of the meeting may involve confirmation of expulsion, or identify the need for further investigation or, potentially, to review the expulsion. Subject to the meeting with parents, the Principal will carry out any necessary further investigations.
- Written records will be made of all meetings and interviews held in relation to the appeal procedure.
- The Principal will confirm the outcome of the appeal to the parents in writing and normally within 15 working days of the appeal meeting with parents

### **7.SEND Behaviour Policy**

To uphold our commitment to an inclusive learning environment, it is essential that reasonable adaptations are made to behavioural consequences for children with Special Educational Needs and Disabilities (SEND). These adaptations recognise the unique challenges some children may experience and ensure their needs are addressed sensitively and effectively. Before any behavioural





management strategies are implemented, staff must consult the Special Educational Needs and Disabilities Coordinator (SENDCo) or Deputy SENDCo. Their expertise is crucial in designing and delivering behaviour improvement plans that are tailored to the individual needs of SEND pupils.

### **Physical Restraint**

As for 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" 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 their own)
- 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 of our staff are trained in 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 to always use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that 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

Every member of staff will inform the Headteacher immediately after s/he has needed to restrain a pupil physically. The school also has a confidential register within which the school includes the pupil's name and year group, the nature and date of the offence and the sanction



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imposed. The school will keep this register on a central file so that any patterns may be identified by the school.

We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can address how best to respond to manage their child's behaviour. Parents of children who are in the school's Nursery/EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

### **COMPLAINTS**

We hope parents will not feel the need to complain about the operation of our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedures (which apply equally to the Nursery Department) are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of the investigation within 28 days.

For EYS: We maintain records of complaints for at least three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Nursery Department, because it is part of an independent school, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. More details can be found on Ofsted's website here:

<http://www.ofsted.gov.uk/resources/information-for-parents-about-ofsted-role-regulating-childcare>

<b>Policy will be reviewed annually</b>			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
Policy reviewed:	Sept 19	By:	Headteacher
Further review:	Dec 19	By:	Headteacher
Policy reviewed:	Sept 20	By:	Headteacher
Policy reviewed:	Sept 21	By:	Headteacher



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Policy reviewed:	Sept 22	By:	Headteacher
Policy reviewed:	Sept 23	By:	Headteacher & SLT
Policy reviewed:	Sept 24	By:	Headteacher & SLT
Policy reviewed:	Sept 25	By:	Headteacher & SLT
To be reviewed:	June 26	By:	Headteacher & SLT



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