



Pupil Behaviour Policy

Policy Title:	Pupil Behaviour Policy
Last Review:	August 2025
Next Review:	August 2026
Responsibility:	Headmaster
Other relevant policies:	Anti-Bullying Policy Child Protection Safeguarding Policy (in relation to malicious allegations made against staff) Complaints Policy Data Protection Policy Disability and Discrimination Policy Equal Opportunities Policy Exclusion Policy EYFS Behaviour Policy See also: Behaviour and Discipline in School 2014 Prevention and Tackling Bullying (October 2014) SEND Code 2015 (Working together – Early Help) Mental Health and behaviour in schools (March 2015)

General Principles – The School Ethos

West House School is a happy and vibrant community in which pupils enjoy their learning and make the most of the many opportunities offered. Our aim is to encourage all members of the school community to demonstrate respect for themselves and others.

Where pupil behaviour is unacceptable, the school will initially adopt a positive approach in the form of advice and guidance. However, all pupils are expected to contribute to the ethos of West House School and adopt the 'West House Way' Code of Conduct and the Framework for Expected Behaviour.

All pupils are reminded on a regular basis that they have the right to be respected and the responsibility to respect others. They are actively encouraged to learn from their mistakes and to appreciate the importance of contributing to the maintenance of the school ethos and a culture of supportive understanding.

Early Years Foundation Stage (EYFS)

While the underpinning principles of this policy apply to the whole school, including the EYFS, it is recognised that rewards and sanctions within the EYFS must be appropriate to the age and developmental stage of children. Details of strategies specific to children within the EYFS appear in the EYFS Handbook, a copy of which is available via the school website.

Organisation and Responsibilities

The Headmaster

The Headmaster has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and the provisions for enforcing them.

The Headmaster is specifically responsible for:

- Promoting self-discipline and proper regard for authority among pupils.
- Encouraging good behaviour and respect for others and preventing all forms of bullying among pupils.
- Ensuring standards of behaviour are acceptable.
- Regulating pupils' conduct.
- Addressing all Level 4 and 5 misdemeanours and imposing sanctions consistent with the application of this policy.

The Deputy Head

In the absence of the Headmaster, the Deputy Head carries the day-to-day responsibility for maintaining discipline in the school in accordance with the principles outlined above and is specifically responsible for the addressing all Level 4 and 5 misdemeanours and imposing sanctions consistent with the application of this policy.

Assistant Head (Pastoral)

The Assistant Head (Pastoral) is directly responsible for addressing all Level 2 and 3 misdemeanours (Level 3 misdemeanours only in Pre-Prep) and imposing sanctions consistent with the application of this policy. She is also responsible for providing positive measures in the form of support sessions consistent with higher level sanctions.

The Assistant Head (Pastoral) is responsible for chairing a weekly meeting with colleagues to discuss behavioural issues and concerns that the staff may have.

The Assistant Head (Pastoral) is also responsible for carrying out an audit of records relating to pupil behaviour on a regular basis to ensure that this policy is being consistently applied.

The Head of Pre-Prep

The Head of Pre-Prep is responsible for managing Level 2 misdemeanours in the Pre-Prep Department and for overseeing the consistent awarding of West House Way Awards within that department.

All Teaching Staff

All teaching staff have a responsibility to encourage in pupils good behaviour and respect for others, and to apply all rewards and sanctions fairly and consistently. Well-planned, interesting and demanding lessons make a major contribution to good discipline.

All staff are expected to promote self-discipline among pupils and to deal appropriately with any unacceptable behaviour in line with the staged strategies and guidelines laid out in this document. However, as an important element of empowering teachers to manage classroom situations, staff are encouraged to employ individual behavioural management strategies alongside the staged strategies highlighted hereafter.

Poorly produced work, an obvious lack of effort and low-level disruption are examples of learning behaviours that should be managed within the classroom environment without the need to call upon the more formal strategies detailed within this policy. For example, it is perfectly acceptable for a teacher to insist that a pupil completes work before benefiting from going outside to play at breaktime (such a sanction should allow a pupil the opportunity to go to the toilet and get some fresh air – ideally, it should be implemented for no longer than 20 minutes). It is the responsibility of the teacher to supervise in such circumstances. Strategies may also include requiring a pupil to work in supervised isolation or being offered the option of a 'time-out' period in another supervised classroom.

Similar strategies may be applied for more general misdemeanours such as rudeness and talking in assembly when asked not to do so. Missing up to twenty minutes of playtime for 'silent reflection' or reading the West House Way Code of Conduct may be appropriate.

It is important that the support systems do not restrict nor impair the professional judgement of individual teachers. The support systems are designed to back-up ongoing classroom strategies and not to replace them. Behaviour that does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated. All academic staff are required to attend a weekly meeting to discuss individual pupils unless they are on active duty.

The working of the school's policies and procedures will be discussed regularly at staff meetings. Form tutors and class teachers are responsible for ensuring that their class are fully aware of the Policy on Pupil Behaviour and the Anti-Bullying Policy.

Staff will also be called upon from time-to-time to identify contributing factors to episodes of poor behaviour, and to suggest possible courses of action. Training in behaviour management will be provided by the school.

Involvement of Parents

Parents receive a guide on the Policy on Pupil Behaviour when their son enters the school. This is also displayed on the school website. Parents will be involved in discipline cases in line with the staged consequences/sanctions laid out hereafter.

Parents are encouraged to support good behaviour and positive habits in their child and should also report any behavioural concerns they may have to the school. They receive a general indication of their son's behaviour on a regular basis in the form of interim reports, formal reports at the end of the year and Parent Consultation Evenings. However, the school encourages the use of informal lines of communication, with staff generally being available daily, without appointment.

Involvement of Pupils

Staff should be aware that Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. Pupils can help reinforce behaviour policies by contributing to them.

Pupils will be invited periodically to contribute to the behaviour policy by updating the 'West House Way' Code of Conduct which is displayed around the school. Pupils will also have the opportunity to vote for their peers to receive West House Way Awards. Additionally, members of the Year 6 Wellbeing Team run the 'Communication Station' which is available during break-times to younger pupils who may be experiencing a variety of difficulties. This allows older pupils the opportunity to mentor younger boys in various matters, including supporting positive behaviour.

The Headmaster is responsible for ensuring the positive contribution of pupils. The SENCO will ensure that the needs of SEND pupils are properly taken into account, and that their participation in the consultation process is assured.

Rewards

The school's behaviour policy aims to reinforce desirable behaviour and focuses on praise and reward. There are many ways in which positive behaviour can be reinforced. The impact of a quiet word, or a public word in front of the class should not be underestimated. Additionally, an informal word or a note to parents praising behaviour and general attitude is also encouraged – too often, we write only when something has gone wrong.

The rewards used by the school are listed below and defined as necessary in the appendix which forms part of this document:

- **Headmaster's Commendations**
- **Incentive Stickers, 'Monster Points', 'Dojos' and House Points (HPs)**
- **West House Way Awards**
- **School Contribution Stickers**
- **Merit Badges**
- **Positions of Responsibility – e.g. Student Council, Wellbeing Team, Digital Leaders and Prefects**
- **'A Message from the Headmaster' Postcards**
- **EYFS Star of the Week Awards**

Members of staff are encouraged to use additional rewards for individual groups as appropriate.

Support Systems and Sanctions

The West House Way Code of Conduct provides the foundation upon which behavioural expectations are built, promoted and reinforced. It is regularly discussed with pupils and reviewed by members of the Student Council. Pupils who may be

experiencing difficulties are also supported by senior boys via the Wellbeing Team. However, these systems are underpinned by a strict policy aimed at ensuring continuity of behavioural standards at the school and, above all, enabling progress of all pupils.

The strategy centres on a 'Framework of Expected Behaviour' both inside and outside the classroom and aims to ensure that all pupils gain positive learning, emotional and social experiences while at school. The policy is designed to raise pupil awareness of the consequences of their own actions, while addressing behavioural issues with appropriate sanctions.

The staged approach empowers teaching staff to deal with cases of low-level disruption, while members of the Senior Leadership Team become involved if a pattern of negative behaviour emerges. Nevertheless, the strategy is flexible; where there is a significant behavioural issue, members of the Senior Leadership Team may, at their discretion, bypass lower levels and place a pupil on a higher-level sanction.

Likewise, to further empower staff, teachers may, at their discretion, choose to impose an element of the policy, without placing a pupil on an identified level. Most notably, this may be in the form of a staff/lunchtime detention or playtime confinement. However, should a pupil receive three lunchtime detentions during one term, he will become ineligible for the House Treat at the end of term. Children may also be referred to the Assistant Head (Pastoral) who may spend some individual time discussing the social and emotional aspects of the pupil's learning.

Where individual pupil behaviour is contrary to the Framework of Expected Behaviour, the following staged consequences/sanctions will be applied:

Prep

1. Level 1:

- Implemented by members of the teaching staff;
- A verbal indication that behaviour is contrary to expectations;
- Pupil may be sent to play in a restricted area of the playground or sent from the playground (playtime misdemeanors only) for 1 – 3 days;
- Staff detention;
- Pupil made aware that further misdemeanors may result in the loss/suspension of privilege(s);
- Pupil made aware that if behaviour does not alter, parents will be contacted formally;
- Note home via planner, email or reading record book written by the teacher.

2. Level 2:

- Facilitated by Assistant Head (Pastoral);
- Pupil may be sent to play in a restricted area of the playground or sent from the playground (playtime misdemeanors only) for 1 – 5 days;
- Lunchtime detention (supervised by a member of the SLT);
- Further indication that such behaviour is inappropriate and must be altered;
- Pupil placed on General Conduct Report by the Assistant Head (Pastoral) - parents informed of this action via letter or email;
- Loss/suspension of privilege(s) e.g. school representation in matches, positions of responsibility;
- Possible use of Incentive Report in specific circumstances.

3. Level 3:

- Facilitated by Assistant Head (Pastoral);
- Removal from class for one day;
- Pupil to remain in restricted area at breaktimes (classroom based or playground-based misdemeanors) 5 days;
- General Conduct Report for a period of one week;
- Loss/suspension of privilege(s) e.g. school representation in matches, positions of responsibility;
- Parents informed of this action via letter or email from the Headmaster;
- Support session(s) with Assistant Head (Pastoral).

4. Level 4:

- Referral to Headmaster;
- Recorded meeting involving appropriate members of staff if necessary;
- Parents invited in to discuss concerns – follow-up letter from the Headmaster;
- A fixed-term exclusion (usually 24 or 48 hours);
- Loss/suspension of privilege(s) e.g. representation in matches, positions of responsibility;
- First/final warning that a further serious misdemeanor will result in permanent exclusion (see below);
- Support session(s) with Assistant Head (Pastoral) upon return;

5. Level 5:

- Permanent exclusion;
- Parents invited in – follow-up letter from the Headmaster.

Pre-Prep

In Pre-Prep (Reception – Year 2) the *PACE Approach* informs all interactions with the boys. PACE stands for:

1. Playfulness: Encouraging a playful and engaging interaction with the child;
2. Acceptance: Demonstrating unconditional acceptance and empathy;
3. Curiosity: Showing genuine interest in the child's experiences and emotions.
4. Empathy: Providing emotional support and understanding.

All behavioral incidents are dealt with *in the moment* and boys are talked through the appropriateness of their actions by staff. At all times staff focus on positive reinforcement and an emphasis is placed upon celebrating boys' achievements. When a boy is given a consequence, they have the opportunity to 'fix' the wrong choice they have made. We do this by having an individual reflective conversation with the boy(s) in question.

Where an individual pupil's behaviour is contrary to the Framework of Expected Behaviour, the following staged consequences/sanctions will be applied:

Level 1:

- Implemented by members of the teaching staff;
- A verbal indication that behaviour is contrary to expectations.
- When given for an incident during class time this will result in 5 minutes of 'reflection time' of a lesson activity or five minutes. When this is for an incident during break time this may result in a short period of time being spent with a teacher or teaching assistant walking around the playground.
- Pupil's parent(s) are made aware of their child's behaviour. Ideally this will be in-person or by phone call. When necessary, this will be communicated via email.

Level 2:

- Facilitated by Head of Pre-Prep;
- Further verbal indication that such behaviour is inappropriate and must be altered;
- Pupil placed on General Conduct Report by the Head of Pre-Prep - parents informed of this action via email;
- Possible use of Incentive Report in specific circumstances.

Level 3:

- Facilitated by Assistant Head (Pastoral);
- Removal from class for one day;
- Pupil to remain in a restricted area at breaktimes (classroom based or playground based misdemeanors) 5 days;
- General Conduct Report for a period of one week;
- Parents informed of this action via letter or email from the Assistant Head (Pastoral);
- Support session(s) with Assistant Head (Pastoral).

Level 4:

- Referral to Headmaster;

- Recorded meeting involving appropriate members of staff if necessary;
- Parents invited in to discuss concerns – follow-up letter from the Headmaster;
- A fixed-term exclusion (usually 24 or 48 hours);
- Final warning;
- Support session(s) with Assistant Head (Pastoral) upon return;

Level 5:

- Permanent exclusion;
- Parents invited in – follow-up letter from the Headmaster.

In the event of a pupil demonstrating a sustained behavioural improvement – for a period of at least two weeks – he will be rewarded with a move back to the previous stage of the system or removal from all levels at the discretion of the Headmaster/Deputy Head in liaison with the teaching staff. This does not apply to pupils on level 4 of the policy (see below). Pupils remaining on levels 2 to 4 of the policy at the end of term take no part in the House Treat and other ‘fun’ activities. Where appropriate, they are provided with curriculum work. The aim of this element of the policy is to encourage all pupils to work towards a full offering of enjoyable and rewarding opportunities at the end of each term.

At the start of each academic year a child starts with a zero record. However, a fixed term exclusion (Level 4) brings with it a ‘first warning’ which is communicated in writing to the parents of the pupil concerned and remains in place for two full terms. A further episode of significant disruptive, aggressive or negative behaviour during that period will result in a permanent exclusion. This decision will be taken at the sole discretion of the Headmaster, once all evidence has been considered, including the period of time that has elapsed between the issuing of the final warning and the current misdemeanour. Pupils on Level 4 will return to Level 3 after a period of two full terms but the further imposition of a Level 4 sanction will bring with a ‘final warning’ communicated to the parents in writing with no prospect of moving down the levels. A further episode of significant disruptive, aggressive or negative behaviour will result in a permanent exclusion, regardless of timescale.

All staff receive training on the psychology related to behavioural issues, usually as part of their training on anti-bullying strategies. Throughout the application of the procedures, relevant members of staff will support pupils by explaining why their behaviour is unacceptable and how they can address particular issues. Academic staff review the behaviour of individual pupils at a weekly briefing session.

The West House Way Code of Conduct and the Framework for Expected Behaviour are displayed throughout the school. Incidents and a register of sanctions used are recorded on CPOMs. Members of staff are also required to communicate the imposing of a lunchtime detention to parents via the student planner (Prep Department).

No corporal punishment of any sort may be imposed. Equally, the threat of such punishment is unacceptable and will not take place. Corporal punishment by parents is a safeguarding issue and under no circumstances should parents use corporal punishment on their child for misbehaviour occurring in school.

The school recognises that specific circumstances might arise in which it is necessary for members of staff to raise their voice or speak to a pupil in an unequivocal manner, such as when safety is compromised. However, under no circumstances should a member of staff use size, action or tone of voice in a way that could be perceived to be either intimidating or humiliating.

Record Keeping

All episodes of behaviour in Reception – Year 6 that are contrary to the ethos, aims and expectations of the school, along with those that prompt a staged response are recorded on the CPOMS system.

Malicious Accusations Against Staff

Procedures for dealing with allegations against members of staff are detailed within the Child Protection Safeguarding Policy. However, where, following an appropriate investigation, a pupil is found to have made a malicious accusation against a member of staff, the Headmaster will act to preserve the good name of the school and the reputation of the member of staff. In so doing, the parents of the pupil concerned will be invited to attend a meeting at which a member of the Board of Governors will be present.

Consideration will be given to the possible reasons for the malicious accusation and the school will take into account any known specific educational or emotional needs which may have influenced the pupil. If, in the opinion of the Headmaster

and the Member of the Board, either the school or the member of staff has suffered any level of reputational damage and there are no extenuating circumstances to be considered, the pupil will be permanently excluded.

Should, in the opinion of the Headmaster and the Member of the Board, the malicious accusation fall short of causing reputational damage to either the school or the member of staff and/or where a pupil's specific educational or emotional needs may have had an influence on the malicious accusation, the pupil will receive a first and final warning, as well as a period of targeted support with the Assistant Head (Pastoral). A further incident of significant misbehavior or a repeat of such an incident will result in permanent exclusion in line with this policy.

The outcome of the meeting with parents will be communicated in writing.

Malicious Accusations Against Pupils

Where, following an appropriate investigation, it becomes apparent that an accusation against a fellow pupil is unfounded and malicious in nature, the perpetrator will be sanctioned in accordance with this policy.

Pupil Restraint

Under the law, teachers are allowed to use such force as is reasonable in all circumstances to prevent a pupil from:

- Committing a criminal offence, including behaving in a way which would be an offence if the pupil were not under the age of criminal responsibility.
- Injuring themselves or others.
- Causing damage to property, including the pupil's own property.
- Engaging in any behaviour which is prejudicial to maintaining good order and discipline at the school or among any of its pupils.

However:

- Teachers must at all times exercise calm, professional judgment when using restraint.
- Physical methods to enforce the will of the teacher on a pupil should be avoided except in the circumstances prescribed above.
- The best option is never to touch a pupil in any way, which could be misinterpreted if described out of context (e.g. in a joking way, which a pupil could later deliberately misrepresent), or in a way which witnesses could misunderstand.
- All episodes of pupil restraint should be reported to the Headmaster and recorded on the 'Episode of Pupil Restraint' form.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's Equal Opportunities Policy.

Disability

Where the misbehaviour of the children is related to a mental or physical disability, the Headmaster will make reasonable adjustments to enable those children to be included within the school community, in line with the School Disability and Discrimination Policy and its duties under the Equality Act 2010.

These will include:

- Ensuring that all staff have had the necessary training in the nature of the disability.
- Ensuring that all staff are aware of any children with such disabilities.
- Ensuring that school resources are committed to assist in making reasonable adjustments.

Early and Late Service and Holiday Club

While the less formal arrangements for Early and Late Service and Holiday Club are recognised, all staff have a responsibility to insist that pupils adhere to the Code of Conduct and the Framework for Expected Behaviour. Where

patterns of behaviour emerge that are contrary to the ethos of the school, a pupil may, at the discretion of the Headmaster or his representative, be refused access to the Holiday Club facility.

Publication

This policy will be made available to all staff. It will be made available to parents and pupils who are new to the school and will be accessible to all parents via the school website or on request from the main school office.

APPENDIX

Definition of Terms

- **Academic Staff:** The academic staff comprises teachers, teaching assistants and EYFS practitioners.
- **Class Dojos:** Pupils in Reception - 2 may be awarded 'Dojos' for good behaviour and academic effort/achievement.
- **Fixed Term Exclusion:** An exclusion from school, equivalent to a suspension, usually for a period of 24 hours.
- **General Conduct Report:** A General Conduct Report is a means by which pupil behaviour throughout the day can be recorded by Form Teachers and other members of staff as appropriate. Parents are informed in writing when a pupil has been placed on a General Conduct Report and parents are encouraged to view the report on a regular basis and discussing matters arising with the Deputy Head. A General Conduct Report highlights specific areas for development for the pupil to work towards.
- **Golden Time:** This is a valued, positive strategy which celebrates and rewards good behaviour. The concept of Golden Time is adapted according to the age of the class and allows pupils to earn the opportunity to engage in an activity of their choice through positive behaviour.
- **House Points (HPs):** These are awarded to pupils in Reception to Year 6. Each pupil is placed in one of three houses (Trojans, Spartans or Persians) and has the opportunity to receive HPs for any aspect of good or improved work or behaviour. A half-termly certificate is handed out to the boy receiving the most HPs and a 'House Treat' held at the end of term for those with the most HPs.
- **Headmaster's Commendations:** These are awarded for displays of positive behaviour in the form of courtesy or any aspect of outstanding or improved work in lessons. Each one is accompanied by five Good Work Points and a sticker for younger children. Boys receiving the most Commendations are rewarded with a Commendation Prize at the end of each term.
- **Incentive Report:** Where a pupil's behaviour falls short of expectations but the Deputy Head (Pastoral) considers an incentivised approach would be a more appropriate means of facilitating improvement, an Incentive Report will be issued. This invites positive comments only or a 'smiley face' approach with prolonged positive behaviour being rewarded with House Points.
- **Incentive Stickers:** Stickers are awarded to boys who actively promote the West House Way. Additional stickers may be given at the discretion of the teacher for either aspects of good work or behaviour.
- **Monster Points:** Pupils in Reception may be awarded 'Monster Points' for demonstrating positive learning and social behaviour.
- **Permanent Exclusion:** Equivalent to expulsion from school. This measure will only be taken after a pupil has failed to respond to all reasonable efforts and supportive measures to encourage a change in behaviour.
- **School Contribution Awards:** Pupils in the Prep Department are encouraged to work towards gaining a position of responsibility in Year 6 through the awarding of stickers and merit badges for positive contributions to school life and active promotion of the West House Way, above the normal expectations.
- **Staff Detention:** Where appropriate, members of staff will place a pupil in a detention on a Friday lunchtime. This takes place after lunch for a period of twenty minutes.
- **West House Way Awards:** Pupils and staff can nominate individual pupils for West House Way Awards which are handed out during a weekly assembly. These are specifically aligned to the West House Way Code of Conduct.