



Behaviour Policy

Review cycle: Every Year

Last Review Date: Sept 2023

Next Review Date: Sept 2024

Staff responsible: Deputy Head Prep

Governor responsible: Pastoral Committee

(This policy applies to the whole School including EYFS)
(Willington School reserves the right to update all policies on a regular basis)



1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools July 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools.](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as (but is not an exhaustive list):

- Repeated behaviour that contradicts the values of the school
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting



- Racist, sexist, homophobic or discriminatory behaviour
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

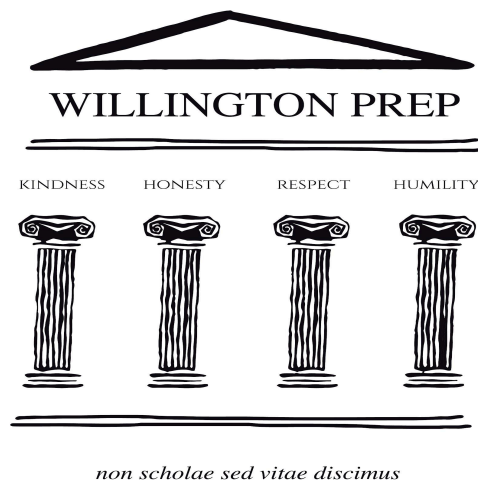
BEHAVIOUR POLICY

This policy is linked to the [Safeguarding and Child Protection Policy](#).

1. Willington School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.
2. The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.
3. At Willington School we promote and reward good behaviour by:
 - A. Giving praise for good behaviour.
 - B. Ensuring that each child feels valued.
 - C. Setting a good example and being good role models.
 - D. Listening to the children and encouraging good listening skills.
 - E. Respecting each other's views and beliefs.
 - F. Helping the children to understand how the School rules ensure a happy environment for all.
 - G. Rewarding effort.
 - H. Using incentives. From Year 1, pupils also receive House points.
 - I. Celebrating success in weekly news and achievement assembly, and through the weekly newsletter to parents.
 - J. Focussing on our four pillars of Willington, kindness, honesty, respect and humility during assemblies.
4. Members of staff will not threaten or use any form of corporal punishment when setting out its sanctions for poor behaviour amongst pupils.



School Values



The Four Pillars of Willington - Kindness, Honesty, Respect and Humility

5. The School sees education as a partnership. All members of staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.
7. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of School life. They should follow the School Values of Kindness, Honesty, Respect and Humility, and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
8. Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying will not be tolerated. Our [Anti-Bullying Policy](#) is available on our website. The School is strongly committed to promoting [equal opportunities](#) for all, regardless of race, religion, culture, sex, special educational needs, disability or learning difficulty, or the fact that a child is adopted or is a carer.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:



Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

9. Willington School takes its duties under the [Equality Act 2010](#) seriously and makes appropriate reasonable adjustments for pupils with special educational needs/disabilities.
10. We expect pupils to be ready to learn and to participate in School activities. They should attend School and lessons punctually and follow the School's [Attendance Policy](#). They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

INVOLVEMENT OF PARENTS

11. Parents who accept a place for their child at Willington School undertake to uphold the School's policies and regulations, including this policy, when they sign the [Parent Contract](#). They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.
12. We are pleased to receive suggestions from parents and hope that you find the School responsive and open-minded. The School has a number of support systems in place to meet the needs of all pupils.
13. In the event of any behaviour management issue the School will liaise closely with parents and, if relevant, other support agencies.



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

INVOLVEMENT OF PUPILS

15. Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social, Citizenship, Health, Economic Education (PSCHEE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Choosing House and Deputy Head of House Captains. In addition to anti bullying ambassadors for September 2022.

16. We work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

17. The School Values are designed to encourage positive behaviour and self-discipline.

18. Our aim is to reward and encourage good behaviour, to set clear boundaries and to manage challenging behaviour. Parents agree, when signing the Parent Contract, that their child will comply with the School Rules and undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

19. The School reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by the School which has been identified as an item which may be searched for.

20. The Headmaster, or staff authorised by him, may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The School may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not practical to summon another member of staff" (['Searching, Screening and Confiscation \(advice for schools July 2022'\)](#)). We follow the DfE guidance July 2022 on searching and confiscating pupils.

21. The School Rules set out the School's policy on drugs and drugs testing.

22. The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School. Examples of sanctions may include:

- a. Detention after school;
- b. Withdrawal of privileges;
- c. Confiscation of property that is being used inappropriately or without consideration;
- d. Assistance with domestic tasks, such as collecting litter;
- e. Withdrawal from a lesson, School trip or team event; or
- f. Suspension for a specified period, removal or exclusion.

SERIOUS MISBEHAVIOUR



23. All parents and pupils should be aware that under section 7(a) of the Parent Contract, the Headmaster can impose either suspension and exclusion, for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- a. Drug abuse;
- b. Alcohol and tobacco abuse;
- c. Theft;
- d. Bullying;
- e. Physical assault/ threatening behaviour (including violence to staff);
- f. Fighting;
- g. Sexual harassment;
- h. Racist or sexist abuse;
- i. Sexual misconduct;
- j. Damage to property;
- k. Persistent disruptive behaviour; or
- l. Parental behaviour.

24. Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

25. In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

PHYSICAL RESTRAINT

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

- a. *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- b. *"Causing personal injury to any person (including the pupil themselves)"*
- c. *"Causing damage to the property of any person (including the pupil themselves)"*

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

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

28. Staff training includes an understanding of the circumstances in which reasonable minimum force may be used. 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 covers 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:

- a. *"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"*
- b. *"The chances of achieving the desired result by other means"*
- c. *"The relative risks associated with physical intervention compared with using other strategies"*

29. Members of staff are required to inform the Headmaster immediately if s/he has needed to restrain a pupil physically. The School will record any such incidents in 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 imposed. The School will keep this register on a central file so that any patterns may be identified. 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, if necessary, agree a protocol for managing their child's behaviour. Parents of children who are in the School's EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

TEACHING AND LEARNING

30. Willington School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff will offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

31. We hope that parents will not feel the need to make a formal complaint and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedures are on our website and we will send parents copies on request. We seek to investigate all complaints and to notify parents of the outcome of the investigation within 28 days. [For EYFS: We maintain records of complaints for at least three years after your child has left our School.]

32. Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the EYFS 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.

DISCIPLINE PROCEDURES

These procedures are linked to the [Safeguarding and Child Protection Policy](#)

33. At Willington School we encourage the establishment of good teacher/ pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment. Our system of rewards includes:

- a. Verbal praise and written praise for good work;
- b. Academic dojo points for both effort and achievement;
- c. Annual Celebration Day to recognise achievement;
- d. Posting examples of excellent work in art/design, sports, and drama and concert achievements; on the School's web site and weekly newsletter, so that the community can celebrate success;
- e. Postcards home celebrating success
- f. 4 Pillars awards in Assembly
- g. Fab Friend awards celebrating kindness and companionship to one another.
- h. Reports to parents.

SANCTIONS FOR BREACHES OF DISCIPLINE THAT DO NOT MERIT EXCLUSION

34. When poor behaviour is identified, sanctions are implemented in line with the School's behaviour policy. We have a range of disciplinary measures which include:

- a. A verbal reprimand from a member of School staff;



- b. A 'Blue Mark', which can be issued to pupils in Years 3-6, for poor organisation. Recorded on ISAMS. Deputy Head Pastoral and Parents receive notification.
 - i. 5 Blue Marks to trigger a break/lunchtime discussion with Form Tutor
 - ii. 10 Blue Marks to trigger a lunchtime discussion with Assistant Head - Academic
- c. A 'Red Mark', which can be issued to pupils in Years 3-6, for poor behaviour. Recorded on ISAMS. The Headmaster, Deputy Heads and Parents receive notification.
 - i. 5 Red Marks in a term to trigger a Friday detention with Deputy Head Prep
 - ii. 10 Red Marks to trigger a Saturday Detention with the Headmaster Reports to parents (which are worded to be as constructive as possible)
- d. In the final term of Year 6, in preparation for transition to senior school, the threshold for lunchtime detentions is reduced to 3 red marks, with a member of the SLT. 6 red marks will result in a Saturday detention with the Head or Deputy. The parents will receive communication of these sanctions through ISAMS.
- e. Additional School work or repeating unsatisfactory work until it meets the required standard;
- f. The setting of written tasks as punishments, such as writing lines or essays;
- g. Loss of privileges; this may include access to activities and trips.
- h. Missing break time. A form teacher/teacher may request a pupil to stay in class to discuss poor behaviour and improvements going forward.
- i. School-based service or imposition of a task - such as picking up litter under the supervision of a member of Staff or Prefect;
- j. Regular reporting, including early morning reporting; scheduled uniform and other behaviour checks; or being identified for behaviour monitoring with progress report overseen by Form Teacher.

PREVENTING RECURRENCE OF MISBEHAVIOUR AND INTERVENTION

At Willington Prep, we are committed to fostering a positive and nurturing environment for all children. Addressing misbehaviour involves a comprehensive approach aimed at preventing recurrence and supporting the holistic development of each child. The following strategies are employed:

An initial assessment of underlying causes to any misbehaviour are always carefully considered, with frequent and open communication with parents. This includes appropriate provision to support any SEND a child may have. The 'Graduated Response' should be used to assess, plan, deliver and then review the needs of the child and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan may be needed. Home visits may be conducted, if deemed necessary, to gain deeper insights into the child's home environment. Mentorship programs may be implemented to provide regular one-on-one guidance and support with the use of a daily report card and time for reflection.

By implementing these strategies, we aim to create an atmosphere where each and every child feels valued, supported and equipped with the tools needed to thrive academically and socially. This proactive approach ensures a positive and inclusive learning environment for all members of our school community.

35. The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. He/she may impose any of the sanctions above such as the setting of additional work or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour may lead to a straight lunchtime detention. Parents and Deputy Head Pastoral to be notified.

36. Minor indiscipline in class or other minor misdemeanours may lead to a pupil being set a domestic task for a designated time.



37. More serious misdemeanours may lead to the withdrawal of privileges for a designated period, usually up to three days.
40. Persistent lateness to lessons will lead to Form Teacher intervening.
41. Persistently poor academic performance may require a pupil's teachers to make written comments on his performance at the end of every lesson that he attends for a period of one or two weeks.
42. The Headmaster may suspend a pupil, for a period of up to one week, for very serious indiscipline; or less serious offences, where repeated punishment has proved ineffective. If suspension is ineffective, the School may be forced to exclude the pupil, or to require him to leave the School.

BREACHES OF DISCIPLINE OUTSIDE OF SCHOOL GROUNDS

43. The School takes the conduct of its pupils outside of School grounds extremely seriously. A pupil's misbehaviour outside of School can be damaging to the reputation of both the pupil and the School. Where an incident is reported to the School of a pupil/s' poor behaviour outside of the School grounds and the incident has not been witnessed by School staff, the School will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.
44. The School will report to the police any activity which it believes may amount to a criminal activity which takes place either within the School grounds or outside of its grounds. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the School believes a pupil may have taken drugs, then the School will seek immediate medical advice and may involve the police.
45. Sexual offences will generally be reported to the police immediately, including in cases where a pupil is only suspected or alleged to have committed such an offence provided a reasonable amount of evidence is available. The alleged victim's parents will also be informed immediately of the incident and told that the police have been informed. Whether the victim and parents then speak to the police is a matter for them.

BREACHES OF SCHOOL RULES WHICH COULD MERIT EXCLUSION

46. A non-exhaustive list of behaviour that could merit permanent exclusion includes the following:
- a. Physical assault against pupils or adults;
 - b. Verbal abuse/threatening behaviour against pupils or adults;
 - c. Bullying;
 - d. Abuse on grounds of race, religion/ belief, disability, Special Education Needs (etc.);
 - e. Sexual misconduct;
 - f. Drug and alcohol misuse;
 - g. Damage to property;
 - h. Theft;
 - i. Persistent disruptive behaviour; and
 - j. Unreasonable or otherwise inappropriate parental behaviour.
47. Exclusion may also be imposed by the School as a sanction for a series of minor misdemeanours.

APPEALS AGAINST EXCLUSION

48. The School will always offer the right of appeal to any pupil excluded from the School. Any appeal against exclusion should be made in writing to the Headmaster within one calendar week of the pupil's exclusion and will be dealt with under this Policy rather than under the School's Complaints Policy.



49. If practicable, an appeal meeting will be arranged within 10 working days of the appeal being received. While legal representation is not normally appropriate (and may delay procedures if agreed) the parents may be accompanied by a friend or relative if they wish. The appeal will usually be heard by at least two of the School's Governors and one person who is independent of the running of the School.

50. The School will accept the appeal panel decision as final.

51. Roles and responsibilities

52. The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

53. The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

54. Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

55. Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in maintaining high standards of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

56. Pupil code of conduct

- Pupils are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times



- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Pre Prep (EYFS and Key Stage 1) Behaviour Policy

At Willington Pre Prep we aim to create a positive atmosphere where all members of the school community feel valued and respected.

Our school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. We believe that all the children at Willington School have a right to an education which offers them the best opportunity to reach their full potential and that everyone within school is working to provide the environment in which this may happen.

We are also mindful of the five outcomes set out in Every Child Matters which focus on our collective roles to ensure that our children are able to:

- stay safe
- be healthy
- enjoy and achieve
- achieve economic well-being
- make a positive contribution

In Pre Prep (EYFS and Key Stage 1) we aim:

- to maintain a happy, secure, calm, orderly environment in which effective learning can take place
- to teach the children to become self disciplined
- to cultivate an ethos which supports the children so that they accept and recognise responsibility for their own decisions and actions, together with the consequences of these actions
- to encourage the children to develop their own strategies to manage different situations
- to encourage all children and adults to respect the feelings, needs, interests and opinions of others and develop a positive approach towards everyone involved in the life of our school
- to recognise the role of all adults in the school in modelling good behaviour
- to use teaching methods that engage the children and are well matched to their needs and provide a curriculum which excites and challenges.

Encouraging Positive Behaviour

Effective behaviour management is one that has high expectations and supports the children in developing self discipline and a positive self image. Self esteem affects all thinking and behaviour and we believe that this impacts on learning and performance. We aim to provide positive experiences and reward good behaviour. By reinforcing good behaviour, we provide role models and emphasise our high expectations and encourage achievement.

At Willington School our school values are at the core of everything we do. They form the foundations of our teaching and learning, and provide an environment where children feel happy, confident and safe. Every child is unique and has the opportunity to be educated to their full potential.



The foundations of the children's learning starts in Pre Prep. The early years of a child's education is where children start growing towards the school values and where teachers begin to guide and nurture individuals.

Kindness - we care for each other

In everything we do we treat all living things and ourselves with kindness and help others who are less fortunate. We are kind to our friends but equally so to strangers.

Humility - we try our best

Everything we do we do with humility and dignity. We are happy when others succeed and we are quietly pleased when we do well. We act graciously when we win and accept when we lose.

Respect - we look after ourselves and our community

We show respect for ourselves; our friends; our teachers; our parents; our school; the Willington uniform; our property; others beliefs; and pupils from other schools.

Honesty - we tell the truth

We do an honest day's work and put in the effort that will make us better people. We are honest with ourselves and others. We tell the truth and admit our shortcomings, to help us become the best we can be.

Pre Prep Reward System

We reward positive behaviour in the following ways:

- Receiving verbal praise from staff.
- "Congratulations" Assemblies. To mark the achievements of children from each class.
- Certificates are rewarded for following the school values.
- School Stickers are used in class at the teacher's discretion to reward behaviour and effort.
- House points are awarded for effort, attitude and various skills set by the class teacher. These can be awarded by any teacher in the school and are recorded on the Class Dojo app online and on ISAMS. Parents can also be notified. Each week, the highest House Point achiever in the class receives a badge in assembly.
- Parent Postcards are sent home by individual class teachers and the Head of Pre Prep, to notify parents of positive behaviour and recognition of hard work and effort.
- Teachers can also use individual reward systems within their own class for individual pupils who may have individual needs.

Sanctions

Circle Time is used to reinforce good behaviour or any issues arising. Sadly, there will be times when children demonstrate negative behaviour. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the key worker/class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned.



Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

In Pre Prep, children are first given a 'reminder' and made aware of their behaviour. If the negative behaviour continues to occur, 1 minute of Willington Wow Time (WWT) is removed on the class chart. At the end of the week, children who have lost minutes from WWT must sit and reflect on their behaviour for the amount of time lost. Minutes can not be earned back.

The serious negative behaviour is logged on the child's 'notes' on the school system, ISAMS. The Head of Pre Prep contacts the parents to make them aware of the events.

Other sanctions include:

- a verbal reprimand and reminder of expected behaviour
- moving to sit somewhere else in the classroom
- other age appropriate sanctions

If inappropriate behaviour continues, the child may be sent to the Head of Pre Prep, with an explanation of the negative behaviour concerned.

The Head of Pre Prep will then:

- supervise the child in their own classroom or office
- keep the child in at break or lunchtime (for an age appropriate amount of time). The Head of Pre Prep will use a Think Sheet (or equivalent) to help the child recognise and reflect on their behaviour.

Partnership with Parents/Carers

If a child has a pattern of behaviour that causes concern, parents/carers will be informed as soon as possible in order for school and parents to work in partnership to promote positive behaviour. We will work with parents to plan support for their child's development and invite parents to contact their child's teacher if they have any concerns or worries relating to their child.

Review period: Annually **Reviewed by:** Deputy Head Prep; DSL; Deputy Head Pre-Prep