Behaviour and Sanctions Policy

BURTON HATHOW
PREPARATORY SCHOOL

Including nursery

The named people at Burton Hathow with overall responsibility for behaviour are:

Director responsible for welfare	Mrs Claire Lyons	claire.lyons@burtonhathow.co.uk
Headteacher	Mr Reece Murphy	Reece.murphy@burtonhathow.co.uk
Head of Upper School	Mr Marc Stanney	marc.stanney@burtonhathow.co.uk
Head of Lower School	Mrs Sarah Oldfield	sarah.oldfield@burtonhathow.co.uk
Head of Nursery	Mrs Denise Bloor	Denise.bloor@burtonhathow.co.uk

At Burton Hathow we want every member of our community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use this policy & procedure to guide us through this process.

Burton Hathow Preparatory School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

Reviewed by RM September 2026. Next review date September 2027

For the policy to be effective, it is important that all those concerned (children, teachers and non- teaching staff and parents) are aware of the principles underlying the policy and ensure that it is consistently applied and adhered to.

Staff may wish to refer to the non-statutory guidance 'Behaviour and Discipline in Schools 2016' in conjunction with this policy.

Aims

At Burton Hathow we aim to ensure the individual needs of all children are met by providing clear, and consistent expectations for behaviour through promoting:

- **Respect**: to encourage all children to have respect for themselves, for other people, their feelings, beliefs and values and for the school environment including equipment and property.
- **Understanding and compassion**: to help children to understand other people's views and experiences and to be caring and tolerant towards others.
- **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality**: to give children an understanding of how to be fair to all; how to share and give everyone an equal chance, within the context of everyone having different needs.
- **Kindness**: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- **Support and the use of positive reinforcement**: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support pupils according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another.

The main thrust of this policy is to encourage and praise the children for what they do well, in order to encourage positive self-esteem and growing self-confidence. However, disruptive behaviour and attitudes will be dealt with appropriately and the policy provides a range of rewards, strategies and sanctions for use by staff when accordingly.

We help children to look after themselves by:

- Praising them by focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable and appropriate way
- Encouraging them to ask for help from their peers as well as adults
- Reinforcing their attempts and identifying their needs
- Strengthening their self-help skills to encourage independence
- Enabling them to recognise the good behaviour in others
- Learning from others

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviours
- Working on and reinforcing the understanding of how we and others are feeling
- Using the appropriate vocabulary to make feelings clear
- Be aware of the consequences of our actions
- Encouraging children to reflect on their behaviours and engage in meaningful conversation
- Being aware of the power of language through not being confrontational or negative
- Boosting their self-esteem
- Listening and acknowledging their responses in a sensitive manner

We help children to be polite by:

- Acknowledging others either verbally or non-verbally (with a smile)
- Saying "Good morning" "Please" and "Thank you."
- Staff modelling the behaviours we believe are appropriate
- Encouraging them to take turns
- Listening to others without interrupting
- Learning to be patient when someone is already speaking
- Giving children clear messages and setting appropriate examples for behaviour and attitudes

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games and considering "How do we look after this?"
- Helping the adults to wash equipment
- Reminding them to speak up about breakages
- Looking after equipment, ourselves and adults modelling our expectations.

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We help children to care about the environment by:

- Ensuring that the children are aware that it is their space and they must share the responsibility of caring for it
- Making it appealing and interesting
- Providing appropriate storage at the correct height to facilitate resources being returned to the correct place
- Making them aware of recycling paper and the disposing of general waste in the correct bin
- Celebrating their work by creating imaginative displays
- Keeping the outdoor area clean and tidy
- Explaining the proper care and use of each designated area
- Noticing, acknowledging and praising 'careful handling'

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed, staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

General Standards of Behaviour / Good Manners

All Staff must be familiar with the school's code of conduct. It is the responsibility of all staff to follow guidelines (as set down below) with any child who is failing to follow them.

Form teachers and department heads should find regular opportunities to revisit the code of conduct and to have these visually available for pupils. The Headteacher will also regularly remind all pupils of rules and good manners in assembly.

Burton Hathow Code of Conduct

As a school we use the Burton Hathow 'Code of Conduct' to help frame a positive behaviour management. These are the behaviours we expect the members of our school community to demonstrate. They will be explored through positive modelling from adults, assemblies, PSHE lessons, restorative conversations and through our rewards and sanctions. They are:

- **Work hard** and strive to be the best I can be
- **Be honest** and considerate
- Display **good manners** at all times
- **Take care** of school and personal property
- **Listen** to others
- Be **positive**
- Be **responsible** for myself
- Be open to **new ideas** and friendships
- **Be smart** – Represent the school well at all times
- **Treat others** as we ourselves wish to be treated

Rewards and Reinforcement

The principles mentioned above are reinforced by rewarding positive contributions to school life and recognising pupils who are courteous and respectful of those around them.

Positive reinforcement may include:

- Verbal recognition of good manners, positive working attitudes and consideration of others.
- Praise or comments in exercise books or planners.
- Class Dojo points linked to Burton Hathow Code of Conduct.
- Dojo points link to rewards earnt over time.
- Star of the Day for the younger pupils in school.
- Pupils may also be sent to the Head Teacher receive special praise and share excellent work.
- Pupils may be commended in assembly with a certificate from a member of staff.
- Responsibility rewards, such as Librarians, Prefects and Buddies for the older children in school.
- Participation and achievement medals and certificates for extracurricular contributions.
- Annual prizes for major contributions in all the various areas of school life.

Sanctions and Pupil Support

There are two main considerations when dealing with actions that do not align with the school's Code of Conduct. One consideration is the pupil themselves and ensuring they are fully prepared for their next educational phase and the other is the pupils around them and any potential disruption to their learning.

Any sanctions used should be fair and consistent.

Please be aware:

- physical punishment is not acceptable under any circumstances.
- The school rejects the use of corporal punishment.

Staff have flexibility in the range of sanctions available.

Should a child's behaviour be such that he/she is hindering the learning, safety or general wellbeing of themselves another then one or more of the following sanctions could be applied.

Sanctions and Support: Learning

For low level classroom disruption

1. A verbal reminder of expectations by a teacher or non-teaching member of staff and the expectations reset. A second reminder may be necessary.
2. Rearrangement of classroom seating positions to allow productive learning to take place for all pupils.
3. Support from form tutor in understanding expectations and finding ways of meeting them in the classroom.
4. Being allocated a quieter workspace without distractions. This may be in the classroom or in another supervised space in school, such as the library, the reading room or the Head's office.
5. Having time away from the classroom to explore and discuss feelings and choices.
6. Supported reflection time outside of the timetable to lessen impact on learning.
7. The opportunity to complete homework at the Friday 'catch up club'.
8. Communication with parents to encourage further help at home and a triangular approach to improvement.

Sanctions and Support: Playtimes

For low level playground behaviours

1. A verbal reminder of expectations by a member of staff on duty. A second reminder may be necessary.
2. An opportunity to regulate or step away from the situation by spending time with a member of staff exploring feelings and choices away from the playground.
3. Support from a form tutor on friendship difficulties and conflict.
4. An alternative form of play introduced that removes conflict or negative feelings.
5. An apology to another child or member of staff if actions have been unkind or have hurt another member of the school community.
6.

Sanctions and Support: Repetitive

For continued behaviours of disruption, unkindness or aggression towards others

1. Referral to the Head of Upper/Lower School or Head Teacher
2. Support plan agreed with targets and strategies that support meeting expectations.
3. Weekly support with a member of the pastoral team
4. Loss of privilege for specific extra-curricular activities - fixtures, clubs, school trips
5. Withdrawal from playtimes and/or other trigger points within the child's day to ensure the safety of both the child and of those around them.

Exclusions

1. Specific short-term exclusion (a day or two). This might be for continuous inappropriate and harmful behaviour that continues despite being issued with internal exclusions, loss of privilege and reinforcement of expectations.
2. Longer fixed term temporary exclusion. The Head may not suspend a pupil for more than 5 days or an aggregate of 15 days without the agreement of the Board of Directors.
3. Permanent exclusion (expulsion).

The Head Teacher and Board of Directors of Burton Hathow Preparatory School reserve the right to require parents to remove permanently their child from the school if the Head Teacher considers that a child's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and in the reasonable opinion of the Head Teacher the removal is in the school's best interests or those of that child or other children. The Head Teacher may also, at their discretion, require parents to remove or may suspend a child if the behaviour of either or both parents is, in the opinion of the Head Teacher, unreasonable and affects, or is likely to affect adversely the child's or other children's progress at Burton Hathow Preparatory School or the well-being of school staff or to bring the school into disrepute.

Should the Head Teacher exercise this right as mentioned above, parents will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) and the deposit will be forfeited. However, in such circumstances, fees in lieu of notice will not be payable and any prepaid fees will be refunded.

If any of the exclusion sanctions as detailed above are applied, they must be recorded in the Sanctions Record.

Should the School decide to permanently exclude a child, parents have the right to have any such decision appealed to the Appeal Panel as per the Exclusions Policy.

Examples of behaviour that might receive the sanctions outlined above include:

- Repeatedly breaking the codes of conduct

- Disrupting the learning of others
- Using unkind words towards others
- Any form of discrimination relating to family, hobbies, appearance, ethnicity, belief, gender, disability, sexual orientation
- Mistreating the property of school or others
- Refusing to follow instructions given by an adult
- Dangerous, aggressive or rough play
- Throwing things in anger
- Inappropriate use of iPad, including messaging, downloading inappropriate materials at home or using them at an inappropriate time.
- Physical aggression towards another child/member of staff
- Failure to demonstrate good manners or behaviour during less structured times of the day
- Inconsistent wearing of the school uniform
- Regularly forgetting homework or not completing homework tasks

More Serious Incidents

Serious incidents should be referred directly to the SLT. The Head will then decide on an appropriate course of action.

Examples might include:

- Hitting; kicking or any other form of physical violent behaviour towards another
- Swearing
- Stealing
- Cyberbullying
- Any form of bullying – refer to Anti-Bullying Policy;
  (Note also the positive support strategies in the Anti –Bullying Policy)
- Deliberately hurting another pupil physically and/or emotionally
- Behaviour which deliberately hurts others because of their looks, race, gender, colour, beliefs or disability;
- Inciting children to hurt others verbally or physically
- Possession of inappropriate material – e.g. photographs, images on iPads
- Proven false allegations against other pupils or staff

Sanctions Record

- Records of sanctions are kept so that patterns may be identified.
- If any of the exclusion sanctions detailed previously are applied, they are to be recorded in the Sanctions Record

- ‘Pupil Concerns’ is an item on the agenda of weekly staff meetings. Any concerns and strategies are recorded in the minutes.
- Records of incidents kept on an electronic recording system called CPOMs

Physical Intervention

Physical intervention will only be used to manage a child’s behaviour if it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Any occasion where physical intervention is used will be recorded within the incident log and on CPOMS.

Nursery

Caterpillars and Butterflies

Children display a range of behaviours in their early years and in particular when they first access an unfamiliar environment. Staff may have to deal with outbursts at inappropriate times, children displaying rage, taking resources from another child and ignoring an instruction.

Setting Expectations:

It is important that we help children understand that the expectations between home and nursery may be different. We continuously reinforce these expectations through clear and positive language and visual prompts. The Golden Rules are displayed in both nursery rooms and use images that young children can understand. We use a collaborative approach and work together with parents to support each child’s personal development.

Members of staff working with Caterpillars and Butterflies will use the following strategies:

Positive Language

Encourage children with simple phrases, such as

- Beautiful manners
- Well done for saying please/thank you
- Let’s use our kind words/hands.
- Well done for using kind words/hands.
- Walking feet, please.
- Thank you for using walking feet.
- Well done you for making the right choice.

Sounds and signals

Staff may use repeated sound signals or visual prompts to help children understand what is expected. This may include:

- Clapping
- The ringing of bells
- Songs and music
- Flash cards
- The Golden Rules visual prompts
- Fingers on lips
- Gestures that the children are familiar with

The focus is on helping children not just recognise right and wrong but apply that understanding across different contexts.

Positive Reinforcement

- Stickers awarded for manners, listening skills, turn taking, sharing, joining in with activities
- Star of the Day
- Hand-stitched Henry figures are used to celebrate positive behaviour and achievements.

Sanctions and Support

In some cases, sanctions might be necessary. The following strategies may be used:

- Reminders of golden rules by a member of staff.
- Two choices offered by a member of staff to help diffuse any situation
- A second reminder of the Golden Rules with a verbal or visual prompt that quiet time will follow next.
- Quiet time away from others in the den or in a suitable space of the child's choice
- Physical intervention - removal from a situation (in line with our physical intervention policy)
- Clear visuals that reflect how others may feel as a result of their actions

Structured Conversations

Staff may also use reflective discussions to help children process their actions:

- What happened?
- Why did it happen?
- How are you feeling? How is your friend or the adult feeling?
- What can we do differently next time

Sanctions and Support

Examples of behaviour that might require moderate intervention includes:

- Continuously talking over others when instructions are being given or when learning activities are taking place.
- Refusal to do what is asked
- Distracting others who are trying to learn, either physically (poking, nudging, pulling) or vocally.
- Not following instructions in a safe environment

Examples of behaviour that is dangerous to the individual and those around them such as:

- Hitting
- Kicking
- Biting
- Throwing objects
- Not following instructions for safety outdoors

Strategies for the above behaviours may include:

- Removing the child from the conflict and allowing time for the child to calm themselves, supported by an adult
- Time away from the nursery space, somewhere safe, to reflect on their choices
- Intervention by the SENCo or Room Lead to offer tailored support. Time outside, time in a sensory space, social stories
- The child being collected by the parent or carer before the end of the session

Many children may find managing their emotions challenging and this can result in frustration. If this is the case, parents and carers will be invited to discuss positive steps and strategies with a member of the team. A consistent approach between nursery and home is usually effective. If further strategies are required, the Nursery SENCo will become involved. The outcome of this may result in an action plan to be agreed, monitored and reviewed.

Some children may need additional support beyond that of other children of the same age and this may lead to setting up an support plan with specific targets related to the behaviour. Where appropriate, this may also include referral to external agencies for additional support or assessment with parent consent.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. **ANY** occasion where physical intervention is used will be recorded within the incident log and parents/carers will be informed.