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## **BHS Behaviour Policy (including Rewards and Sanctions)**

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**This policy includes the Early Years Foundation Stage**

***Policy updated:*** May 14th 2025

***Policy to be reviewed:*** May 2026

## **Introduction**

Barrow Hills School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the kind and Christian ethos of our School.

Our policy is to positively celebrate good behaviour as we believe encouragement is the greatest motivator. Through the use of our Pupil Profile (responsible, curious, joyful, generous, compassionate, truthful, scholarly, brave), we aim to develop the whole person, equipped to take their place in the modern world.

Promoting the well-being of all our pupils is key to their development. We believe that good relationships, great manners, and a secure learning environment play a crucial part in the development of intellectually curious, happy children.

Our five ways to well-being help underpin our positive behaviour approach: be inclusive and responsible, be active, be compassionate, be scholarly and curious, and be true to yourself.

This policy applies to all sections of the School: Pre-Prep, Prep, and Upper School. For both our younger and older children, we adapt rewards and sanctions as age-appropriate.

To address the vulnerability of children with a disability, staff will seek guidance on working with children with a disability from external agencies, parents/guardians, and the children themselves.

## **Conduct**

We guide children toward good conduct through assemblies, chapel, our PSHE program of study, classroom codes of conduct, and the good example set by staff.

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.

At Barrow Hills, pupils treat staff and each other with consideration and good manners. Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. The School is strongly committed to promoting equal opportunities for all.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment, and furniture. The School expects pupils to behave at all times in a manner that reflects the best interests of the whole community.

## **Support of Parents and Guardians**

Parents and guardians who accept a place for their child at Barrow Hills School undertake to uphold the School's policies and rules. Parents can be active in supporting the School's values in matters such as attendance and punctuality, behaviour, uniform and standards of academic work, extra-curricular activities, and homework/study. We

are always happy to consider suggestions from parents and hope that parents find the School responsive and open-minded.

### **Support of Pupils**

Our experience shows that the ethos of and respect for the School are enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, form time, and via the School Council which meets regularly. Our pupils also take an active part in leading assemblies and thus really take responsibility for our ethos and standards of behaviour.

### **Support of Senior Management Team**

The Head, Deputy Head, and all other members of the Senior Management Team should be highly visible in maintaining a culture of excellent behaviour and providing clear systems and structures of support in the implementation of this policy. Senior leaders will:

- Meet and greet pupils at the beginning of the day
- Be a daily visible presence around the school, especially at transition times
- Celebrate staff, leaders, and learners whose efforts go above and beyond expectations
- Regularly share good practice and provide training for staff
- Support Pastoral Year Leaders in managing learners with more complex or entrenched behaviour needs
- Use behaviour data to target and assess school-wide behaviour policy and practice
- Regularly review provision for learners with specific needs
- Advise staff on sanctions

### **Respect for Self**

Everybody should:

- Behave in a sensible and appropriate manner

### **Respect for Others**

Everybody should:

- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others and their beliefs
- Keep to and enforce the school dress code
- Help to prevent all forms of bullying
- Behave with the health and safety of others in mind
- Behave helpfully and responsibly

### **Respect for the Environment**

Everybody should:

- Treat their own property and the property of others with care
- Treat the school buildings, contents and grounds with care

## Recognition and Reward

It is important that every opportunity should be taken to encourage and reinforce positive behaviour and all members of staff show consistency.

All adults are encouraged to actively look for the positive and to use the following best practice approaches for consistent recognition:

- Positive conversations with pupils - verbal praise and positive feedback
- Positive notes in books
- Positive phone calls or conversations with parents
- Awarding of House Points
- Deliberate care
- Praise which refers back to the ways of well-being and the pupil profile

In addition, the following reward systems are in place at BHS to reflect age appropriate encouragement:

Whole School
<p><b>House Points</b> - House Point Collection and weekly totals added to Engage System</p> <p><b>ALL</b> members of staff can award House Points</p> <p>House Points can be rewarded for behaviour and study. House Points for classwork will be marked HP in exercise books and it is the responsibility of the child to get a House Point Card (or similar) marked by the teacher</p> <p>House with the most points over a half-term will be awarded the <b>Clover Cup</b></p> <p><b>Special Reward</b> is presented at the end of the year for the house with the most House Points</p> <p><b>Jansen Shield</b> awarded at the end of the year for points gained from all house competitions</p> <p><b>Barrow Hills Cup</b> awarded at the end of the year for representing all our core values</p> <p><b>Achievement Award</b> by the Head, throughout the year, for academic or behavioural excellence</p>

## Pre-Prep

**Verbal Praise** should underpin all of our contact with the children. Depending on the age and nature of the cohort, staff use their autonomy when rewarding our youngest pupils, including Early Years. Examples may include stickers as well as verbal praise.

**House Points** can be awarded by any member of staff to children in Reception and above.

Pupils in Reception:  
15 House Points = Bronze  
Badge 30 House Points = Silver  
Badge 45 House Points = Gold  
Badge  
60 House Points = Platinum Badge

Pupils in Year 1 and Year 2:  
30 House Points = Bronze  
Badge 60 House Points = Silver  
Badge 90 House Points = Gold  
Badge  
120 House Points = Platinum Badge

**Special Achievement** sticker is awarded by the Head of Pre-Prep during the day if a member of the teaching staff feels a child has worked particularly well on a piece of work and consequently sends the pupil to show the Head of Pre-Prep.

**Work of the Week** certificates are presented to a member of each class in Reception, Year 1 and Year 2 each week for good work.

**Praise Postcards** posted out to pupils from the class teacher if they want to commend a special act or achievement.

**Special Commendation** awarded for excellence.

Prep
<p>30 House Points = Bronze  Badge 60 House Points = Silver  Badge 90 House Points = Gold  Badge  120 House Points = Platinum Badge</p> <p><b>House Point Collection Card</b> (or similar) for the collection of all house points and is the responsibility of the child</p> <p><b>HP or a sticker</b> will be used to mark House Points in written work</p> <p>Each half-term, the class with the most House Points (in the following year group brackets - Y3&amp;4 and Y5&amp;6) will earn a <b>special breakfast</b></p> <p><b>Star of the Week</b> awarded to a child in Year 3 &amp; 4 for good work or behaviour</p> <p><b>Praise Postcards</b> posted out to children by Head of Prep for an achievement over and above what is expected</p> <p><b>Pupil Profile Awards</b> are awarded termly, via staff nomination, for children demonstrating one of our core values</p> <p><b>Special Commendation</b> awarded for excellence</p>

Upper Prep
<p>30 House Points = Bronze  Badge 60 House Points = Silver  Badge 90 House Points = Gold  Badge  120 House Points = Platinum Badge</p> <p><b>House Point Collection Card</b> for the collection of all house points and is the responsibility of the child</p> <p><b>HP or a sticker</b> will be used to mark House Points in written work</p> <p>Each half-term, the class with the most House Points in Upper Prep will earn a <b>special breakfast</b></p> <p><b>Praise Postcards</b> posted out to children by Head of Upper Prep for an achievement over and above what is expected</p>

## **Consequences and Sanctions**

**All** staff are encouraged to reward positive behaviour whenever possible. A key objective is helping children learn from any incident where behaviour falls short of our school rules. Consequences are designed to restore calm, allow for a learning outcome, and promote positive behaviour going forward. Responses should:

- Ensure the safety of pupils
- Be predictable, prompt, and assertive
- Be suitably calm and not involve shouting or humiliating pupils

## **Preventative Approaches**

Before using sanctions, staff are encouraged to use preventative behaviour management 'nudges,' where appropriate, to intervene and deescalate low-level behaviours. This includes privately making pupils aware of their behaviour, reminding them of the school rules, providing warnings, and encouraging them to make good choices.

When responding to low-level behaviours, staff should consider the following guidelines:

- Body language should be non-threatening (e.g., kneeling next to them)
- State the behaviour that was observed (e.g., "I've noticed you've not started your work yet.")
- Refer to a specific rule (e.g., "You know about being ready to start work")
- Refer to previous good behaviour/learning as a model for desired behaviour (e.g., "I know yesterday you came straight in and got on with the work. That's what I need to see now. Thank you.")
- Give pupils time and space to make affirmative choices

## **Behaviour Management Guidelines**

Where behaviour continues to fall short of the expectations of our school rules, consequences are set out below. This information is shared with all staff, parents, and pupils in an age-appropriate way.

Each area of the School (Pre-Prep, Prep, and Upper Prep) adapts the whole school approach to make it age-appropriate. The tables below provide examples of those adaptations so that every teacher knows what is appropriate for that year group.

These guidelines apply to all paid staff with responsibility for pupils and can be applied at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits and at sports fixtures.

The tables below are not exhaustive, and sanctions are at the reasonable discretion of the teachers and the School. When applying sanctions, staff should be aware of the individual and the context. The staff member applying the sanction should try to ensure that the child understands that it is the consequence of the negative behaviour and is aimed at moving towards positive behaviours. Staff are encouraged to seek guidance from the Senior Management Team wherever needed, and particularly where a behaviour is deemed to be Step 2 or above. Step 3 behaviour management should always involve guidance and support from a member of the Senior Management Team.

### Upper Prep Guidelines (Year 7 and 8)

	What has happened	Consequence of this could include	Next steps
1. Yellow	<ul style="list-style-type: none"> <li>Unkindness to others</li> <li>Obvious disengagement to learning</li> <li>Failure to follow instructions</li> <li>Disrupting others learning</li> <li>Lack of preparation for learning</li> <li>Work submitted of standard below expectation of that pupil</li> <li>Living school values below expectation of that pupil</li> <li>Not responding to requests (tidy uniforms, tie hair back)</li> <li>Disrespecting school resources</li> <li>Failure to adhere to changing rooms code of conduct</li> <li>Failure to adhere to common room code of conduct</li> <li>Unsafe behaviour</li> <li>Impolite or disrespectful behaviours</li> <li>Regularly failing to charge chromebook</li> <li>Leaving chrome book, property or uniform on floor or where it may be damaged</li> <li>Lateness to lessons</li> </ul>	<p>Discussion and acknowledgment of consequences for themselves and impact on others</p> <p>Pupils to stay in from break for a designated time to address the observed behaviour with teacher or member of staff</p> <p>Logged on behaviour tracker as yellow by staff member</p>	<p>Logged on behaviour tracker</p> <p>Check with Form Teacher for additional information</p> <p>Check support from colleagues</p> <p>Explain orange consequences</p>
2. Orange	<ul style="list-style-type: none"> <li>Two or more yellow behaviours in a week or a repeated pattern of behaviour over a longer time frame</li> <li>Missing or late homework on more than one occasion in the same subject, if relevant</li> <li>Repeated incidence of unkindness</li> <li>Refusal to follow instructions</li> <li>Physical intimidation or rough play</li> <li>Rough play in football or playground</li> <li>Any concerning behaviours outlines in acceptable use of ICT policy and/or as playing a game in a lesson, using the ID of another, accessing irrelevant content</li> <li>Any use of a personal phone, smartwatch etc.</li> <li>Swearing</li> <li>Reported misconduct outside of school or on school bus</li> </ul>	<p>Attend a orange reflection session with the Deputy Head/ Pastoral team member during break or lunch break</p> <p>Restorative questions for the reflection session include:</p> <p><i>What happened?</i>  <i>What were you thinking at the time?</i>  <i>What have you thought about since?</i>  <i>Who has been affected by what you have done.</i>  <i>In what way?</i>  <i>What might you do to make things right?</i></p> <p>Logged on behaviour tracker orange by staff member who observes</p>	<p>Child will attend a reflection time with Deputy Head (or pastoral staff)</p> <p>During reflection time, pupils will complete a sheet explaining why they have been placed in reflection time and how they might moderate their behaviour in the future.</p> <p>Head of Upper Prep or Deputy to email parent after sanction</p> <p>Explain red consequences</p>



		<p>All or any of the above (as yellow)</p> <p>Removal of Common Room privileges for 1-2 days</p>	
3. Red	<ul style="list-style-type: none"> <li>Two or more orange reflection behaviours in a week or a repeated pattern of behaviour over a longer time frame</li> <li>Bullying/threatening/intimidating (verbally, physically or online)</li> <li>Deliberately damaging school property</li> <li>Truancy</li> <li>Stealing</li> <li>Inappropriate use of social media either at School or related to any member of the School Community</li> <li>Using a laptop or device to bully, intimate or harass, attempting to access inappropriate material, circumnavigating security setting or deliberately damaging a device</li> <li>Abuse or defamatory language based on protected characteristics (such as on basis of race, religion, age, disability, sexual orientation, etc)</li> </ul>	<p>After school reflection time (1 hour normally on a Friday) at discretion of the School</p> <p>If appropriate, a letter of apology written</p> <p>Pupil commences using a report card (initially for one week)</p> <p>Additional support or intervention programme, where appropriate</p> <p>Removal of school representation /captaincy etc for designated period</p> <p>Removal of representing school in fixtures for a designated period</p> <p>Removal of Common Room privileges for 1-2 weeks</p> <p>Internal suspension at discretion of school</p> <p>Logged on behaviour tracker as red and Engage as Step 3 Reflection Time by Deputy Head</p> <p>All or any of the above (as yellow and orange)</p>	<p>Parents informed &amp; meeting arranged by Deputy Head</p> <p>SMT and pastoral team informed and log on CPOMS</p> <p>Red behaviours will require more active monitoring by the subject teacher and the individual's tutor</p> <p>Explain Red+ consequences</p>
4. Red+	<ul style="list-style-type: none"> <li>More than one Step 3 behaviours (or at discretion of the Head)</li> <li>Serious actual or threatened violence</li> <li>Intimidation, harassment</li> <li>Incident to cause serious emotional harm or offence</li> <li>Persistent bullying</li> <li>Persistent non-compliance</li> <li>Any illegal behaviour</li> <li>Any other behaviour outlines in our policy</li> </ul> <p>(all of the above either in person or on-line)</p>	<p>Suspension (typically from 1 day to 5 days) at the discretion of the Head</p> <p>Re-entry meeting with parent's compulsory before re-integration</p> <p>Warning of conditional enrolment</p> <p>All or any of the above (as Step 1-3)</p>	<p>All of above</p> <p>Behaviour Plan reviewed by SMT and logged on CPOMS</p> <p>Parents informed &amp; meeting arranged with Head and Key Staff</p> <p>Explain Step 5 consequences</p>
Level 5	Refer to Exclusion Policy		

## Prep Guidelines (Years 3-6)

	What has happened	Consequence of this could include	Next steps
1. Yellow	<ul style="list-style-type: none"> <li>Unkindness to others</li> <li>Obvious disengagement to learning</li> <li>Failure to follow instructions</li> <li>Disrupting others learning</li> <li>Lack of preparation for learning</li> <li>Work submitted of standard below expectation of that pupil</li> <li>Living school values below expectation of that pupil</li> <li>Untidy uniform and minor uniform infringements</li> <li>Using others kits or belongings without permission</li> <li>Disrespecting school resources</li> <li>Failure to adhere to changing rooms code of conduct</li> <li>Unsafe behaviour</li> <li>Not having the correct equipment (including a fully charged Chromebook)</li> <li>Lateness</li> <li>Not handing in mobile phone</li> </ul>	<p>Discussion and acknowledgment of consequences for themselves and impact on others</p> <p>Pupils to stay in from break for a designated time to address the observed behaviour with teacher or member of staff</p> <p>Logged on behaviour tracker as yellow by staff member</p>	<p>Logged on behaviour tracker</p> <p>Check with Form Teacher for additional information</p> <p>Check support from colleagues</p> <p>Explain orange consequences</p>
2. Orange	<ul style="list-style-type: none"> <li>More than two yellow warnings in a week or a repeated pattern of behaviour over a longer time frame</li> <li>Missing or late homework on more than one occasion in the same subject, if relevant</li> <li>Repeated incidence of unkindness</li> <li>Refusal to follow instructions</li> <li>Impolite or disrespectful behaviours including back chat</li> <li>Physical intimidation or rough play</li> <li>Rough play in football, or on playground</li> <li>Any concerning behaviours outside of acceptable use of ICT policy and/or playing a game in a lesson, using the ID of another, accessing irrelevant content</li> <li>Any use of a personal phone, smartwatch etc</li> <li>Swearing or bad language</li> <li>Reported misconduct outside of school or on school bus</li> <li>Running or eating in corridors</li> </ul>	<p>Attend a reflection session with the Head of Middle Prep or Deputy Head during breaktime</p> <p>Restorative questions for the reflection session include:</p> <p><i>What happened?</i>  <i>What were you thinking at the time?</i>  <i>What have you thought about since?</i>  <i>Who has been affected by what you have done..In what way?</i>  <i>What might you do to make things right?</i></p> <p>Logged on behaviour tracker as orange by staff member who observes</p> <p>All or any of the above (as yellow)</p>	<p>Child will attend a reflection time with Head of Prep or Deputy Head</p> <p>During reflection time, pupils will complete a sheet explaining why they have been placed in reflection time and how they might moderate their behaviour in the future.</p> <p>Head of Prep email to parent after sanction</p> <p>Explain the consequences</p>
3. Red	<ul style="list-style-type: none"> <li>Two or more orange reflections in a week or a repeated pattern of behaviour over a longer time frame</li> <li>Bullying/threatening/intimidating (verbally, physically or on line)</li> <li>Deliberately damaging school property</li> <li>Truancy</li> </ul>	<p>Friday lunchtime reflection, or at the discretion of the school Friday afternoon reflection</p> <p>If appropriate, a letter of apology written</p>	<p>Parents informed &amp; meeting arranged by Deputy Head or SMT</p> <p>SMT and pastoral team informed and log on CPOMS</p>

	<ul style="list-style-type: none"> <li>Stealing</li> <li>Inappropriate use of Social Media either at School or related to any member of the School Community</li> <li>Using a laptop or device to bully, intimate or harass, attempting to access inappropriate material, circumnavigating</li> </ul>	<p>Pupil commences using a report card (initially for one week)</p> <p>Additional support or intervention</p>	A red behaviour will require more active monitoring by the subject teacher and the individual's form tutor
	<p>security setting or deliberately damaging a device</p> <ul style="list-style-type: none"> <li>Abuse or defamatory language based on protected characteristics (such as on basis of race, religion, age, disability, sexual orientation, etc)</li> <li>Endangering others</li> <li>Lying repeatedly</li> </ul>	<p>programme, where appropriate</p> <p>Removal of representing school in fixtures for a designated period</p> <p>Internal suspension at discretion of school</p> <p>Logged on Behaviour Tracker as red and Engage as Red Reflection by Deputy Head</p> <p>All or any of the above (as yellow and orange)</p>	Explain Red+ consequences
4. Red+	<ul style="list-style-type: none"> <li>More than one red reflection (or at discretion of the Head)</li> <li>Serious actual or threatened violence</li> <li>Intimidation or harassment</li> <li>Incident to cause serious emotional harm or offence</li> <li>Persistent bullying</li> <li>Persistent non-compliance</li> <li>Any illegal behaviour</li> <li>Any other behaviour outlined in our policy</li> </ul> <p>(all of the above either in person or on-line)</p>	<p>Suspension (typically from 1 day to 5 days) at the discretion of the Head</p> <p>Re-entry meeting with parent's compulsory before re-integration</p> <p>Warning of conditional enrolment</p> <p>All or any of the above (as yellow, orange or red)</p>	<p>All of above</p> <p>Behaviour Plan reviewed by SMT and logged on CPOMS</p> <p>Parents informed &amp; meeting arranged with Head and Key Staff</p> <p>Explain Step 5 consequences</p>
Level 5	Refer to Exclusion Policy		

## Pre-Prep Guidelines (Nursery-Year 2)

	What has happened	Consequence of this could include	Next steps
1. Yellow	<ul style="list-style-type: none"> <li>Unkindness to others</li> <li>Lack of effort in lessons</li> <li>Continuous talking in lessons / answering back</li> <li>Poor listening / following of instructions</li> <li>Disrupting others learning</li> <li>Work submitted of standard below expectation of that pupil</li> <li>Living school values below expectation of that pupil</li> <li>Using others' belongings without permission</li> <li>Disrespecting school resources and furniture / equipment. Not using these in the correct way</li> <li>Unsafe behaviour</li> </ul>	<p><b>Early Years:</b> The Key Worker or Class Teacher will manage any incident. Staff members witnessing the behaviour will report back to the Class Teacher</p> <p><b>Year 1 &amp; Year 2:</b> As above but after appropriate warning and using in class visual prompts for behaviour management</p>	<p>Check with Class Teacher for additional information</p> <p>Explain Orange consequences</p> <p>Class teachers may discuss these incidents with parents if deemed appropriate</p>
2. Orange	<ul style="list-style-type: none"> <li>Continued behaviour listed at Yellow</li> <li>Dishonesty</li> <li>Boisterous behaviour</li> <li>Rough play</li> <li>Lack of self control and awareness of others</li> <li>Inappropriate language</li> <li>Serious disruption of learning</li> </ul>	<p><b>Early Years:</b> 'Time In' with their Class Teacher or Key Worker to talk to them about their behaviour, reflect on it and repair</p> <p><b>Year 1 &amp; Year 2:</b> If yellow behaviour is continued after age appropriate yellow sanction, child will spend time with their Class Teacher for a session to reflect on it and repair</p> <p>Child will miss play time(s) where deemed appropriate</p> <p>Child will attend reflection time, overseen by Class Teacher</p>	<p>Logged on behaviour tracker</p> <p>Class Teachers will contact parents at this stage</p>
3. Red	<ul style="list-style-type: none"> <li>Continued behaviour listed at Orange</li> <li>Aggressive or unsafe behaviour</li> <li>Physically hurting another</li> <li>Repeated disrespectful behaviour</li> <li>Theft</li> </ul>	<p><b>Early Years:</b> Child will spend time with Head of Pre-Prep who will talk to them about their behaviour</p> <p>All or any of yellow</p> <p>Child will miss play times and lunch play where deemed appropriate</p> <p><b>Year 1 &amp; Year 2:</b> Child will spend time with the Head of Pre-Prep to discuss their behaviour</p> <p>This may involve letters of apology or withdrawal from playtime</p>	<p>Logged on Behaviour Tracker</p> <p>SMT and Pastoral Team informed and logged on CPOMS.</p> <p>Head of Pre-Prep will inform parent after the reflection time</p>

		Behaviour report card may be issued by Head of Pre-Prep  Internal suspension at discretion of school  All or any of Yellow	
4. Red +	<ul style="list-style-type: none"> <li>Continued breach of Red</li> <li>Severe impact on others' learning and safety</li> <li>Racist or discriminatory behaviour towards others</li> </ul>	Deputy Head or Head meets with parents  If placed on a behaviour card, this will be coordinated by the Head of Pre-Prep  All or any of Red  Suspension	All of above  Behaviour Plan reviewed by SMT and logged on CPOMS  Parents informed & meeting arranged with Head and Key Staff  Explain Level 5
Level 5	Refer to Exclusion Policy		

## Other matters

### Mobile Phones

Pupils in the older years may have a clear need for a mobile phone, for example when journeying to and from the site. Pupils are not allowed to use phones on the school grounds or on the school bus, they must hand it in to the School Bus driver or an Administrator. Any pupil found to have a phone with them during the school day will have the phone confiscated and reported to the Deputy Head and a parent or guardian will be required to collect the phone from the School Office.

### Appearance and Dress

Pupils are expected to maintain a neat and tidy appearance at all times. In addition to the uniform requirements, pupils should:

- Due to Health and Safety requirements, hair that is longer than shoulder length must be tied back and must be out of the eyes
- Jewellery should not be worn for health and safety reasons. If earrings are worn they must be small gold or silver studs only
- Apart from a watch, no other item should be worn on the wrist. Smart watches with mobile capacity are not permitted
- No makeup is permitted
- No false nails or eyelashes are permitted
- Nail colour must be clear

In all cases, the Head or a member of the Management Team will make the final decision on appearance. Any pupil who is considered to be in breach of the above expectations will be asked to remove items of jewellery or makeup and sanctions will be applied in line with this policy.

### **Corporal Punishment**

In accordance with the law there is no corporal punishment allowed by the school, nor is corporal punishment threatened.

### **Reasonable Force**

A teacher, or other member of staff, may use 'reasonable force' to prevent a child from:

- committing a serious offence
- causing personal injury or damage (including to themselves)
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time

Reasonable force may include

- Bodily contact - where the physical presence of one or more people is used to control a pupil, for example holding or 'shepherding' a pupil
- Environmental – where a change is applied within the environment, for example shutting a door to prevent access to a particular area

The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. Therefore, this policy should be read in conjunction with our Child protection/Safeguarding Policy.

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability.

Any use of reasonable force must be reported to the Head, or member of the Senior Management Team, immediately and the colleague(s) responsible must log a detailed report on CPOMS and within 24 hours. A member of the Senior Management Team will then lead post incident review to aid reflection and restoration. Parents will be informed of any use of reasonable force on the same day or as soon as reasonably practicable.

At Barrow Hills we proactively foster positive relationships and only use reasonable force when there is no realistic alternative.

## **Exclusion Policy**

### **Principles**

A decision to exclude a pupil, either for a fixed period (suspension) or permanently (expulsion) is seen as a last resort by the school and in the case of a serious single incident, is made only after a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school

Any exclusion will be at the recommendation of the Head.

### **Types of Exclusion: Suspension**

Suspension is a temporary exclusion. It may be as a result of persistent or cumulative problems or as the result of a single incident.

Suspensions are for a period of time from half a day to 5 days. In some circumstances, and especially for younger children, an internal suspension will involve the child being taken off the timetable and working quietly under the supervision of a member of staff. In most cases the school will have already offered and implemented a range of support and management strategies, as set out in our Behaviour Policy.

Suspension will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant.

A 'single incident' suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head (or as deputised) will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head will check whether the incident may have been provoked, for example by bullying or racial harassment.

Following a suspension, where a child has been sent home, parents or guardians will be required to attend a re-entry meeting with parents before reintegration.

### **Types of Exclusion: Expulsion**

A permanent exclusion is a very serious matter. As with a suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a criminal or disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff
- possession or use of an illegal drug on school premises
- carrying an offensive weapon
- persistent bullying
- racial, sexual or homophobic harassment

## **Procedures**

If the Head decides to exclude a pupil, they will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs on his/her return
- plan a re-entry meeting with parents and pupil on his/her return

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

You will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) in or relating to the term should your child be excluded or suspended from School. Please refer to the Parent Contract, Section 7.

## **Behaviour Outside School**

Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to the school's Behaviour Policy. Inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside the school, not on school business, the Head may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school. For example, should a pupil use an on-line platform, off site, to bully, intimidate or harass other pupils.

## **Pupils with Special Educational Needs and Disabled Pupils**

The school will take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability. 'Reasonable steps' could include: differentiation in the school's behaviour policy; developing strategies to prevent the pupil's behaviour; requesting external help with the pupil; staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.



### **Marking Attendance Registers Following Exclusion**

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

### **Removal from the School**

In cases where the Head and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably, the Head may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Head will assist the parents in placing the pupil in another school. The Acceptance Deposit will be refunded in the event of a managed move and fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

### **Removal from the School for Other Reasons**

The Head may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

### **Parental Cooperation**

Parental cooperation forms part of the contract between the school and all parents of children at the school. A refusal to abide by the terms of exclusion may be considered a breach of contract.

### **Complaints**

The School hopes that parents will not feel the need to complain about the operation of its Behaviour Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's complaints procedure is on our website. Printed copies are available upon request. We undertake to investigate all complaints and to notify you of the outcome in accordance with the School Complaints Policy.

Example Reflection Form For Pre-Prep



How are you feeling?



What happened?

- |  |   |
|--|---|
| <input type="checkbox"/> Mean words / unkind behaviour | <input type="checkbox"/> Unsafe behaviour   |
| <input type="checkbox"/> Hurt someone                  | <input type="checkbox"/> Not trying my best |
| <input type="checkbox"/> Not following instructions    | <input type="checkbox"/> Other              |

What can you do to make this better?

.....

.....

Next time, you could choose to?

- |   |  |
|---|--|
| <input type="checkbox"/> Have safe hands and feet  | <input type="checkbox"/> Follow instructions  |
| <input type="checkbox"/> Use kind words & actions  | <input type="checkbox"/> Speak to an adult    |
| <input type="checkbox"/> Say "I need some space"   | <input type="checkbox"/> Say "Please stop!"   |

Signed (Adult): ..... Signed (Pupil): .....

Date: .....

EXAMPLE REFLECTION FORM FOR PREP

Name			
Date		Form	
What happened?			
Why did I behave like this?			
How about other people? Did my behaviour cause them difficulty?			
To improve my behaviour I will...			
Is there anything else I need to do right now?			
Pupil Signature			
Head of Department			

EXAMPLE REFLECTION FORM FOR UPPER PREP



Student\_\_\_\_\_

Year and Tutor Group\_\_\_\_\_

What do you think went wrong?

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Why do you think you were given this caution?

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---

How do you think your behaviour made your classmates/ teacher feel?

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How can you make things better? My next steps are.....

---

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What might you do differently if facing a similar situation?

---

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**Pupil Signature**

**Head of Department**



# Barrow Hills

## **CLASSROOM CODE OF CONDUCT**

We will be polite at all times

We will work quietly and not disturb others

We will listen courteously when others are talking

We will be friendly to fellow classmates

We will be truthful and honest

We will respect our teacher and other adults

We will be prepared for class every day

We will arrive to class on time

We will cooperate with others

We will always do our best