

## Behaviour and Exclusion Policy

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This policy is Reviewed by	Deputy Head / Head of Pre-Prep
Group	Pastoral
ISI Reference	
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Tick which category this document refers to:

ISI requirement to be made available	✓
ISI requirement to be on website	✓
Internal staff only	
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	

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# Behaviour Policy

## The Walstead Way

Treat others as you would like to be treated

Forgive

Share

Be honest

Listen

Be kind and helpful

Do your best to be your best self

## School statement

**Our vision is to enable pupils to become independent and engaged learners who see challenges as opportunities, all grounded on Christian values and a sense of social responsibility.**

Our aim is to work in partnership with parents to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals. We use 'The Walstead Way' as the fundamental ethos of the school's behaviour policy.

We aim to nurture in each individual an awareness of their own attitudes, decisions and actions and recognition of their consequences.

We recognise the impact that behaviour has in our school in determining and forming the whole school ethos.

## Aims of the Policy

- To foster positive caring attitudes within the whole School community
- To encourage increasing independence and self-discipline
- To enable pupils to accept responsibility for their behaviour and understand and face the consequences of choices made
- To foster a positive and age appropriate approach to behaviour throughout the school, which is fully supported by staff, pupils, parents and governors
- To make boundaries of acceptable behaviour clear to ensure the safety and welfare of all pupils and staff
- To protect the quality of the learning environment at all times



## Responsibilities

All members of the school community should be treated with kindness and respect, treating others as we would wish to be treated. This is fundamental to our Christian Ethos and a core British Value.

- Pupils are encouraged to maintain high standards of positive behaviour for the benefit of themselves and the whole School community.
- Staff will provide a differentiated curriculum in a stimulating environment, reflecting the needs of individual pupils.
- Staff will encourage and expect high standards of behaviour at all times and use the agreed rewards and sanctions clearly and consistently.
- Pupils, staff and parents will work in partnership in order to promote high standards of behaviour.
- Staff will deal with negative behaviour at the earliest possible opportunity.
- Parents will be informed if there are any behavioural concerns.
- Governors will work with staff to ensure adequate resources are in place, which support the behavioural needs of pupils in the School.

As teachers, we recognise that children respect the guidance and directions given by adults. Children are aware of issues such as fairness and consistency, so our expectations of positive behaviour must remain consistent throughout the School to support their continued development and independence.

Staff can expect to receive full support when dealing with behavioural issues and should follow School procedures to redress misbehaviour into positive and meaningful behaviour.

### **We actively promote high expectations of children's behaviour by:**

- discussing, developing and modelling 'The Walstead Way' which is clearly visible in classrooms
- discussion with the pupils through Form/Tutor time discussions, Learning4Life (L4L) and the School Council, in setting standards and commenting on appropriate sanctions
- encouraging harmony and, where disagreements exist, promoting tolerance of and respect for other people's points of view and beliefs
- praising and rewarding positive behaviour both publicly and privately. This is done through the awarding of '7C's' and 'Learning Powers' stickers for good behaviour and kindness, or mentioning it in chapel or a quiet word to the pupil concerned
- discussing and helping pupils to take responsibility for actions and behaviour
- setting standards of positive behaviour by example
- being aware of the language of positive correction
- giving attention to success and making mistakes
- discussing incidents with pupils involved
- teaching children the necessary skills and procedures to enable them, where possible, to resolve disagreements themselves



- setting targets where appropriate and explaining what pupils need to do to reach them
- following the agreed age appropriate School sanctions
- drawing upon the expertise and support of staff members
- liaising and working with parents/carers
- helping in the process of repairing and reconciling children's relationships, which may have broken down
- ensuring that tasks set are meaningful and appropriate to the learning ability of the pupil
- giving positive feedback to develop confidence and self-esteem
- allowing pupils to play a meaningful role in the success and development of the School
- allowing pupils access to staff members to talk openly and in confidence.

### **General Guidelines**

- Praise is the best motivator and also the best modifier of behaviour.
- Good work and actions should be rewarded. Reinforce the pupil expectations using positive language, praising good behaviour and rewarding the pupils with stickers if appropriate.
- Explain when behaviour is not appropriate without labelling or humiliating, which will enable a child to distinguish right from wrong.
- It should be clear from our actions that it is the behaviour that is unacceptable and not the child.
- Responses to pupils need to be clear, predictable and appropriately graduated.
- Effective sanctions are imposed after a warning - sanctions or rules that are unfair, inconsistent or unpleasant tend to be counterproductive.
- Blanket or whole class sanctions are not to be used as a general rule.
- Responses to imposing sanctions need to be appropriate to the level of seriousness of the behaviour. There is a hierarchy of sanctions. (levels)
- Teachers may raise their voices at a class but will avoid shouting at a class or an individual child.
- Teachers need to be consistent in their approach to sanctions and behaviour issues.
- The aim of a sanction is to encourage children to think about the consequences of their behaviour, to discourage future misbehaviour and to enable them to have the tools to change their behaviour.
- Behaviour guidelines are there to help children understand that, as in a sports match, rules are there to protect them as individuals and ensure their safety and wellbeing.
- A class reward, such as marbles or pasta in jar, for excellent behaviour by the whole group is a good motivator where such a system is in operation.
- Use behaviour report cards (**Appendix 5**) where such a system is in use, to make Year 3-8 pupils (and their parents) aware of how their behaviour is viewed.
- Use the language of expectation to comply – use “thank you” not “please”.
- Disciplinary action will be taken against pupils found to have made malicious allegations against staff.

## See specific guidelines for general school behaviour – Appendix 1

### **Sanctions for Negative Behaviour**

Following any of the sanctions below a pupil may be asked fill in an age appropriate behaviour Reflection Sheet. **(See Appendix 3)**

This will be done with the relevant teacher, Form Tutor or Section Head at the earliest convenient time. This time of reflection will enable the pupil to think about the consequences of their actions and find a positive way forward.

Hierarchy of sanctions, which may be used as appropriate include:

- Quiet word in lesson
- Kept behind for discussion
- Behaviour mark (Years 3-8)
- Move to another seat or area of the classroom
- Asked to return in break or rest to tidy, sort out, clean up, finish off incomplete work for a few minutes
- Asked to leave the classroom or go to another member of staff's room
- Asked to complete work in a "Catch up" session – usually during rest
- Asked to go to their Form Teacher/Tutor or Head of Section for a discussion about behaviour and fill in a Reflection Sheet
- Parents phoned and asked to discuss behaviour with Form Teacher/Tutor and/or Head of Section or Headmaster – this may result in a report card **(See Appendix 5)** being issued to track behaviour in some or every lesson.
- After school detention, usually on Friday with a Detention sheet to be filled in and discussed and ways forward devised **(See Appendix 4)**
- Loss of privileges - for example the right to go on a trip, use the computer room in free time or play in a match
- Suspension for whole or part of a day/week – internal or external
- Exclusion for repeated negative behaviour which causes harm or damage to others with no sign of remorse or no improvement or for a one off very serious incident
- A log will be kept using ISAMS of all behaviour issues and actions taken. The log will act as a record and may be discussed at pastoral meetings as poor behaviour is often the result of an underlying pastoral concern.

### **Below are specific guidelines for Conduct and Sanctions**

#### **Level 1 Issue**

- Will be dealt with immediately by the teacher/supervisor taking the lesson or activity.
- If prep or class work needs to be done/redone, staff will arrange for a catch up session in break.



## **Parents will be informed if there is a pattern of L1 issues.**

L1 issues include:

- L = Late for Lesson or other Activities
- P = Prep/Homework not done or not completed properly
- U = Uniform
- E = Equipment missing
- PH = Physical Behaviour
- ES = Eating snack in any indoor area, with the exception of the Dining Room, without staff permission.
- I = Incorrect use of ICT
- S = Sexualised language
- N = Non-compliant to staff's instructions
- B = Blazer forgotten
- C = Class work not done properly
- T = Talking out of turn
- O = Off task
- D = Disruption in class
- R = Rudeness

### **Pre-Prep Level 1**

- We address unwanted behaviours using the Restorative Approach (appendix 2c).
- Behaviours that result in concern for the child and/or others will be discussed between the child's Room Leader/Teacher and possibly Learning Enhancement. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to recur and remain a concern, then the professionals will liaise with parents to discuss possible reasons for the behaviour and agree next steps.
- A Wave One Plan (strategies needed that are specific to that child) might be written detailing strategies used which will be shared with parents.
- Other members of the staff team will be informed of the agreed actions and help implement them. The plan will be monitored and reviewed regularly their Room Leader / Teacher.

### **Level 2 Issues - Reflection Sheet**

- This will be dealt with immediately by the teacher/supervisor taking the lesson or activity or the Form Teacher/Tutor or Head of Section.
- A Reflection Sheet will be completed in break or rest with the supervising teacher or Form Teacher/Tutor.
- In Years 3 - 8 a Reflection Sheet will be completed at break or rest if a student has accumulated a section specific number of behaviour marks in a half term.
- A Reflection Sheet will be indicated on the behaviour log with the letter R by the form teacher or Section Head. All Reflection Sheets should be given to the Deputy Head to file as soon as possible.

## **Parents will be contacted if Reflection Sheets have been issued.**

L2 issues include:



- Disruption in class
- Four Level 1 issues in half a term
- Unkind to other children
- Poor general behaviour around school
- Cheating (could be a L3 depending on circumstances)

## **Pre-Prep Level 2**

- If behaviour continues to occur or is of significant concern, then the Room Leader/Teacher, EYFS Lead/Head of Pre-Prep and/or Learning Enhancement will invite the parents to a meeting to discuss external referral and plan next steps for supporting the child in the setting.
- We may ask for the parents' permission to access external advice.
- Advice provided by external agencies will be incorporated into the child's Summary of Learning Profile (Wave 2) and regular multi-disciplinary meetings held to review the child's progress.
- **If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm we follow the School's Safeguarding Policy.**

## **Level 3 Issues – Friday After School**

- Staff will refer the issue to Head of Section. (If serious the Deputy Head and/or Head will become involved.)
- In Years 3 - 8 a Friday detention will take place if a student has 3 reflection Sheets.
- In Year 3 - 5 a Friday detention will take place if a pupil has 12 behaviour marks in half a term.
- In Years 6, 7 & 8 a Friday detention will take place if a student has 8 behaviour marks in half a term (10 for Year 6), or if they have 5 behaviour marks for disrupting the learning environment. In this case a report card will automatically be issued.
- All detentions will be reported using ISAMS in order to find patterns and track the child's behaviour.

L3 issues include:

- persistent refusal to follow instructions
- Damage to property unless an accident
- Bullying including Cyberbullying (this links with the Anti-Bullying policy)
- Negative/discriminatory comments regarding: sexual orientation, gender, transgender, race, disabilities (including Learning Difficulties) and sexual comments
- Intimidation by calling someone a "snitch" because they passed on information
- Year 3 - 8. 3 Reflection Sheets in half a term
- Year 3 - 5. 12 behaviour marks in half a term
- Year 6. 10 behaviour marks in a half term or 5 for disrupting the learning environment
- Years 7 & 8. 8 behaviour marks in a half term or 5 for disrupting the learning environment
- Physical Aggression



- Debugging
- Bringing in mobile devices and/or recording images (video or stills) of themselves or others.
- Very poor general behaviour in class resulting in removal from class.

**Parents will be contacted by the Deputy Head or Head of Section or Form Teacher/Tutor about all Friday After School Detentions. A letter will be sent to parents/carers from the Deputy Head stating why the detention was given.**

Some Level 3 issues may be of a very serious nature and warrant more than a Friday After School Detention. They could result in temporary or permanent exclusion. This is for the Headmaster to consider.

### **Pre-Prep Level 3**

- Where behaviour is persistent, seriously impacting on the learning of other pupils or severe (such as the list included above). Parents will be contacted and invited to meet with the Headmaster and possibly Head of Pre-Prep. Suspension or exclusion may be used depending on the severity of the behaviour.

### **Level 4 Issues – Exclusion or Expulsion**

- Staff will refer the issue to the Head of Section and Deputy Head, who will deal with the issues, along with the Headmaster.

**Parents will be contacted and asked to meet the Deputy Head or Headmaster for all Exclusion and Expulsion incidents.**

L4 issues as listed below are where exclusion or expulsion would be considered. There may be other incidents not listed below where a level 4 sanction is felt appropriate

- Intentional damage to property
- Continued targeted bullying and Cyber-bullying. This may include bullying about: sexual orientation, gender, transgender, race, disabilities (including Learning Difficulties) and sexual comments.
- Theft from pupil or member of staff
- Possession of a knife or weapon
- Malicious accusations against staff
- Using a smart device or other recording device to record another pupil with or without their permission.
- Uploading images to social media and distributing images through messaging apps or something similar
- Discriminative language used against UK protected characteristics. (The age and specific learning needs of the perpetrator will be taken into consideration)
- Intentional Physical Aggression to staff or pupils
- Physical assault to a member of staff or pupils
- Acts of a sexual nature, including possession of pornographic images
- Possession or use of cigarettes, e-cigarettes, alcohol or drugs
- Repeated negative behaviour that has resulted in more than one Friday detention
- Serious intimidation of another student
- Using a mobile phone or other recording device to record sexually provocative or explicit material.



Many of the issues listed above would result in the police and the Multi Agency Safeguarding Hub (MASH) being contacted. If a child is at risk of significant harm MASH will automatically be contacted by the DSL.

At any level, if it is considered to be useful, a report card may be used to help monitor and encourage a positive change of behaviour.

#### **Pre-Prep Level 4**

If a child shows behaviour that puts other children or staff at serious risk or serious harm, then a period of suspension could be given or in serious cases removal from the school.

#### **Behaviour Marks**

Students in Years 3-8 will be given behaviour marks for minor misdemeanours, such as not handing in prep, arriving late for class or minor behaviour issues in class. These marks are recorded centrally so that tutors are aware of issues as they arise. Four behaviour marks in half a term will result in a Reflection Sheet. **(See Appendix 3)** Eight behaviour marks in half a term for a Year 7 or 8 student or 10 in Year 6 will result in a Friday After School Detention, as will 5 behaviour marks for disrupting the learning environment.

#### **Reflection Sheets**

These are used in all stages of the school for negative behaviour where a behaviour mark or minute off is not appropriate or as a result of multiple behaviour marks or minutes off. In such cases students discuss what happened with their Form Teacher/Tutor or Section Head and, as a result of that discussion, they will usually fill in an age appropriate Reflection Sheet. This can be adapted to suit the situation and may be completed by the student or by the staff member with input from the student depending on circumstance **(See Appendix 3)**. Three Reflection Sheets (Years 3-8) in half a term result in a Friday After School detention, where a similar approach is taken. **(See Appendix 4)**

#### **Recording of Sanctions**

Minutes off, behaviour marks, Reflection Sheets, Friday Detentions, exclusion and expulsions are recorded on a spreadsheet. Reflection Sheets, Friday Detentions, exclusion and expulsions are also recorded using the ISAMS. This information is used in order to pick up patterns of behaviour. It also allows the School to address issues promptly and keep parents informed.

#### **Searching, Screening and Confiscation**

The Headmaster and any staff instructed by him can search a pupil for any item with that pupil's permission. The Headmaster and staff instructed by him can search a pupil without consent if it is thought that the pupil is in possession of a prohibited item, such as:

- Knife or weapon



- Illegal drugs, alcohol or tobacco
- Stolen items
- Nude or semi-nude material
- Fireworks
- Anything that is suspected to have been used, or could be used, to commit an offence or injure someone or damage property.
- Mobile phone or other recording device.

The school staff can confiscate any of the prohibited items listed above or any item that is considered harmful or detrimental to school discipline.

School staff can also require a pupil to undergo screening by using a hand held metal detector without consent as it is the School's responsibility to ensure that the environment is safe for staff, pupils and visitors.

### **Corporal Punishment:**

There is **NO** corporal punishment in the School.

### **Alongside this policy there is an additional Pre-Prep (Pre-School to Year 2) Behaviour policy (Appendix 2).**

This policy reflects the particular needs of children of this age.

### **Staff responsible**

All staff are responsible for behaviour in their classrooms and throughout the School according to School policies, reporting to Heads of Section:

Pre-Prep  
Juniors  
Middles  
Seniors

### **Overall responsibility**

Deputy Head  
Headmaster

### **Key links policies:**

Antibullying policy  
Physical restraints policy  
SEN Policy  
Child Protection, Safeguarding and Welfare of Pupils Policy  
Online Safety Pupils  
PSHE Policy

Also refer to:

Behaviour and discipline in schools (Department for Education – January 2016)



## Appendix 1

### **Guidelines for General School Behaviour – Prep School**

#### **In the Classroom**

##### **Start of lessons:**

- Pupils should line up quietly outside the classroom.
- Pupils should enter the room and stand quietly behind their places. They should sit when told to do so by the teacher

##### **During lessons:**

- If visitors or a member of staff arrive it is up to the discretion of the teacher whether the class is encouraged to stand up for them.

##### **End of lessons:**

- Pupils should stand behind their chairs in silence
- Pupils should leave the room in an orderly manner
- If a pupil has to be kept behind by a member of staff a slip should be completed informing the next teacher of the reason for lateness.
- If a teacher has to leave but the class is remaining in the room, pupils should stand as the teacher leaves, sit and wait quietly for the next teacher, then stand when he or she arrives.

#### **Pre-Prep and Prep**

The class teacher deals with the day-to-day incidents in school, with no need for further action. Any ongoing or serious behavioural difficulties should be taken in the first instance to Section Heads and their section team for further discussion. The form teacher or Section Head should then report the behaviour incident using ISAMS. It may be necessary to have a discussion with parents to advise and seek support to modify behaviour.

Specific pupils causing concern should be brought to the Pastoral staff meetings where a wider picture can be gained from the whole staff and further expertise and guidance given.

As a school we expect pupils to:

- concentrate on what is being said and not to disrupt or distract others
- put their hand up to ask appropriate questions
- acknowledge a point being made before presenting their own
- follow instructions and do what the teacher asks, completing any tasks set to the best of their ability
- ask for help if they cannot complete a task

#### **Expected Behaviour around School**

##### **In the Corridors**

- Walk sensibly in single file or pairs
- Hold doors open for others when possible
- Wait quietly in a line if waiting for a member of staff

### **In the Dining Room**

- Staff will sit with pupils for Pre-Prep (Pre-School to Year 2) and encourage good table manners. Staff should sit with the children from Year 3 to Year 8 at lunch unless they have a duty immediately before or after the lunch session but all staff eating in the dining room should encourage good table manners.
- Children should wait sensibly until told by a member of staff to collect their lunch
- They should queue for their lunch in an orderly fashion and select a balanced plate of food
- They should try to finish what is on their plate
- Everyone will keep silent during notices.

### **In the Changing Rooms**

- Wait quietly outside the changing room until instructed to enter by a member of staff
- Change quickly and quietly
- Put clothes away in a bag before and after an activity
- Be silent when a member of staff is giving instructions.

### **Play Areas**

- Show kindness to others
- Encourage others to join in their games
- Stay within the school boundaries
- Obey any instructions given by the member of staff on duty
- Report any incidents or bad and unsafe behaviour to duty staff
- Change shoes if playing outside and participating in sport or on the challenge course.

## Appendix 2

### Pre-Prep (Pre-School – Year 2) Behaviour Policy

**Managing Feelings and Behaviour** is an aspect of Learning and Development in the EYFS and therefore is a core element of the curriculum in Pre-School and Reception and followed through into Year 1 and 2. We believe that children flourish best when their personal, social and emotional needs are understood. We recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

Our aim is to work in partnership with parents to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals. Parents will be informed if their child is persistently unkind to others or if their child has been upset. Parents will be asked to meet with staff to discuss their child's behaviour, so that if there are difficulties we can work together to ensure consistency between home and school.

We actively promote high expectations of children's behaviour:

- We take a positive and consistent approach towards managing children's behaviour.
- We use the language of praise to remind what we are expecting e.g walking feet thank you.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We identify and implement strategies that encourage positive behaviour.
- We use 'The Walstead Way' and Learning Powers to manage behaviour.

#### **Children at an Early Stage of Development**

- We recognise that very young children are unable to regulate their own emotions such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting.
- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we involve parents and try to find out the underlying cause, such as change or upheaval at home, or frequent change of carers. Sometimes a child has not settled well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their Key Person/Room Leader/Teacher, is building a strong relationship to provide security for the child.

#### **How positive behaviour is encouraged?**

- Key Person approach – each child is allocated a Key Person/Room Leader/Teacher to build a strong relationship and provide security for the child.
- Visual Supports, e.g. visual timetable, end of activity prompts to highlight that an activity transition is due to take place



- We encourage responsibility in caring for others and the environment helping with tidying/setting out activities/ lunchtime helper, snacks etc.

- We encourage positive behaviour through play and learning activities, circle time, stories, role-play, and puppets.
- We use different strategies to reward positive behaviour both individually and whole class – including ladders, stickers, marbles in a jar, Dojo's (online reward system) and certificates.
- We use the Learning Powers to celebrate the learning skills. Pre-School focus on Learning Lion and Respectful Rhino.
- We encourage the children to express openly their feelings, likes and dislikes.
- We help develop children's emotional literacy at an age-appropriate level as they move through Pre-Prep to help them share their feelings.

### **How conflict is resolved?**

Helping children to manage frustration and resolve social conflicts is an area of PSED (EYFS), PSHE (Year 1 and 2) that is often particularly important in the Pre-Prep. When a child doesn't use The Walstead Way we will use a range of strategies (see appendix 6).

- We support the children to resolve conflicts with other children through using the Restorative Approach (Appendix 2c). We help them to understand the consequences and effects of their behaviour on others and support them to solve their problems.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may involve a short period of sitting out, visual cues, discussion/consequence in the moment or 'thinking time' (in EYFS 'thinking time' could be spending time with an adult, leaving an area or positive distraction with support and comforting)
- We record all significant incidents relating to behaviour on ISAMS.

### **Hurtful and Bullying Behaviour in Pre-Prep**

We take all hurtful and bullying behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not always helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt. Bullying is deliberately hurtful or threatening behaviour towards another that is repeated, often over a period of time, by someone who has some sort of power over the other. If two children of equal 'power' or strength have an occasional disagreement or fight, this is not bullying.

- Staff monitor unacceptable behaviour and take concerns seriously.
- We welcome and encourage parents to share any concerns they might have and these will be investigated swiftly.
- Bullying behaviour is unacceptable to the school and will not be tolerated. In the case of serious or persistent bullying this will be recorded on the Bullying Incident Report Sheet. Parents of both parties will be informed and the School will work together with parents to resolve the issue.



- Children will need repeated experiences with problem solving, supported by patient adults and clear boundaries (e.g. sharing toys)
- We help children to understand the effect that their hurtful behaviour has had on another child: we encourage them to find a solution to resolve the problem and understand the meaning of their actions and words.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution.

### **‘Rough and tumble’ play and fantasy aggression**

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying.

We recognise that ‘rough and tumble’ play is normal for young children and acceptable within limits. We regard these kinds of play as pre-social and not as problematic or aggressive.

- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Biting**

Biting is part of a normal stage of development and is usually most common between 13 and 24 months of age. However, it can be prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. Sanctions applied in cases of biting will take into account the age and developmental stage of the individual child.

Staff maintain a close and constant supervision of children at all times but due to the speed and randomness with which biting incidents often occur, it is not always possible to prevent these from happening.

Procedures in the event of a child being bitten:

- The bitten child will be comforted immediately and the bitten area washed. Appropriate first aid action will be taken where deemed necessary.
- All incidents will be reported on ISAMS and the parents of both children will be notified of the incident.
- The confidentiality of all children involved will be maintained.
- We work with each biting child on resolving conflict or frustration in an appropriate manner.



- In cases where biting is persistent to the point of serious concern, we will enlist the help of other professionals, e.g. health visitor, speech and language therapist.

### **Use of Physical Intervention (This is the term used in the EYFS Statutory Framework January 2024)**

- The term 'Physical Intervention' is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down.
- Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention - to manage a child's behaviour. However, "A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary." (EYFS Statutory Framework January 2024 Section 3.59-60.)
- If physical intervention has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible on a Physical Force Report Sheet (**Appendix 2a**).
- If, despite intervention, behaviour that requires physical intervention continues to occur then the EYFS Lead or Head of Pre-Prep will invite parents to a meeting which might include the Director of Learning Development to discuss and agree a Risk Assessment (**Appendix 2b**)
- **Corporal (physical) punishment of any kind will never be used or threatened.**

### **Linked to this policy are:**

- Physical Force report sheet (**Appendix 2a**)
- Risk Assessment (**Appendix 2b**)
- Restorative Approach aide memoire (**Appendix 2c**)
- Restorative Approach in Pre-Prep (**Appendix 6**)

## Appendix 2a

THE USE OF PHYSICAL FORCE REPORT SHEET					
Name of person reporting incident:			Date of incident:		
Name of person on whom force was used:			Location of incident:		
Incident reported to:			Date reported:		
Details of people involved, including those as witnesses.					
Description of incident including attempts to de-escalate/warnings given that force may be used.					
Reason for force being used and description.					
Any injuries sustained, pupils or staff?			Any disciplinary/pastoral action needed?		
When and how those with parental responsibility were informed about the incident and any views they have expressed.					
Report compiled by:		Name and role:		Date:	

## Appendix 2b

### Safeguard Risk Assessment Form

Name:

Activity/task	Named hazard	Controls in place	Actioned	Additional controls required
•	•	•		
•	•	•		
•	•			
•	•	•		

Date

Signed by \_\_\_\_\_  
Deputy Head and DSL

## Appendix 2c

### **Restorative Approach aide memoire**

Step 1: What has happened? What is the matter?

*Each child to explain their view independently taking turns to talk*

Step 2: What were you thinking/feeling? How did it make the other person feel?

*Ask each child in turn*

Step 3: Who else has been affected?

*Might need some prompting*

Step 4: What can you do to put things right?

*Children to be encouraged to use words to describe what they can do other than just say sorry.*

Step 5: What can you do to stop this from happening again?

**Continue to monitor children involved and praise them for making good choices.**

***Please note when using the restorative approach the staff will use some of the steps above which they feel are most appropriate for the situation.***

# Appendix 3

## Junior Reflection sheet

Form \_\_\_\_\_

Date \_\_\_\_\_

Reasons for my behaviour:

Three empty speech bubble shapes for writing reasons for behaviour.

Description of my behaviour:

Large rounded rectangular box for describing the behaviour.

Consequences of my behaviour:

Three empty speech bubble shapes for writing consequences of behaviour.

Were you demonstrating the Walstead Way during this behaviour?

Box for reflecting on the Walstead Way.

Do I feel anything about this is unfair?

Box for reflecting on feelings of unfairness.

Next steps are:

Can anyone help me with these?

Box for planning next steps and support.

Signed by:

\_\_\_\_\_ Pupil  
\_\_\_\_\_ Staff

Box for signing the reflection sheet.

## The Walstead Way

- Treat others as you would like to be treated
- Forgive
- Share
- Be honest
- Listen
- Be kind and helpful
- Do your best to be your best self.

## Middles Reflection Sheet

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Reflecting on your behaviour

What were you doing to be given this Reflection Sheet?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Do you feel anything about the behaviour marks or punishment is unfair?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is what you were doing or thinking following the Walstead Way?

- Treating others as you would like to be treated Y/N
- Forgiving Y/N
- Sharing Y/N
- Being honest Y/N
- Listening Y/N
- Being kind and helpful Y/N
- Doing your best to be your best self Y/N If not, what could you have done differently?

\_\_\_\_\_

\_\_\_\_\_

List three things you will choose to do differently in future.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

We agree this is a helpful plan for improving the situation.

Signed (Pupil) \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_



# Seniors Reflection Sheet

Student's Name: \_\_\_\_\_  
\_\_\_\_\_

Date:

## Reflecting on your behaviour

What were you doing to be given this Reflection Sheet?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Do you feel anything about the behaviour marks or punishment is unfair?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is what you were doing or thinking following the Walstead Way?

- Treating others as you would like to be treated      Y/N
- Forgiving      Y/N
- Sharing      Y/N
- Being honest      Y/N
- Listening      Y/N
- Being kind and helpful      Y/N
- Doing your best to be your best self      Y/N

Classroom behaviour: Is your behaviour helping you and others learn? Is your behaviour contributing towards academic success?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List three things you will choose to do differently in the future.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

We agree this is a helpful plan for improving the situation.



Signed (Pupil) \_\_\_\_\_ Date

Teacher \_\_\_\_\_



## Appendix 4

### Detention Reflection Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

What happened to make me respond/behave in the way I did?

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Why was what I did not right? Could it ever be right? Why? Why not?

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What would I do differently if the same circumstances happened again?

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What have I learnt from this? (Think about yourself and the person/people that were affected by your behaviour)

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Why is it important to uphold the School's expectations?

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What do I need to do now to restore the relationship? Or resolve the problem?

List 3 things you are going to do differently.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Signed - person in detention**

**Signed - person taking detention**

\_\_\_\_\_

\_\_\_\_\_

This sheet can be copied and one part can be given to the pupil.

The plan can be shared with the person or persons affected by the behaviour so they are aware of the changes this person is going to try to make.

The plan can be shared with parents or feedback given so they aware of what has been discussed. A copy must be passed to the Deputy Head to be filed.



# Restorative Approach in Pre-Prep

When a child doesn't follow 'The Walstead Way' we use a restorative approach and any of the below might be used:

- Step 1 - Verbal cue, word, discussion & possibly consequence in the moment
- Step 2 - 'thinking time' to reflect, which is logged by the member of staff on iSAMS, followed up with discussion or appropriate consequence (time with an adult, encourage to different activity, leaving area or positive distraction with support & comforting)
- Step 3 - If a child has repeated 'thinking time' in a week then follow up discussion with parents might be appropriate.
- Step 4a – If a child has repeated 'thinking time' in a week or behaviour continues, possible short-term incentive, strategies in place to support, alongside working with parents. Consequences agreed with class teacher and Head of Pre-Prep.
- Step 4b – At the same time, possible involvement of Learning Enhancement Co-ordinator to reflect and support child, followed by discussion with parent.

(all the above is part of Level 1 of our behaviour policy)

Hannah Laflin - Head of Pre-Prep  
January 2025

