

BEHAVIOUR, SANCTIONS AND REWARDS POLICY

This policy is applicable to parents and pupils within the school, including the Early Years Foundation Stage (EYFS). This document is available in written format upon request and a copy can also be located on the school's website.

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1 INTRODUCTION

The school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The school is an inclusive community and welcomes pupils from a wide variety of ethnic and social backgrounds and faiths and pupils with special educational needs and disabilities. Everyone is treated as an individual and the school aims to develop the whole child to be equipped to take his/her place in the modern world.

This policy makes reference to the following guidance and advice:

- DfE non-statutory advice 'Behaviour and Discipline in Schools' (January 2016).
- The Equality Act 2010, for issues related to pupils with special educational needs and disabilities.

This policy sets out the school's practices for rewards and sanctions, behaviour strategy and the teaching of good behaviour.

2 PRINCIPLES

The school community of Governors, staff, pupils and parents adheres to a code of conduct, rather than to lists of rules. We see education as a partnership. The staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of pupil behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated.

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- *Please refer to the separate document: Anti-Bullying Policy.*

The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, religion, orientation or physical disability.

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

3 TEACHING AND LEARNING

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

Teaching staff will support the growth and development of pupils' positive behaviour in a way that is appropriate to the age of the child.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them.

4 REWARDS AND SANCTIONS FOR EYFS CHILDREN

The Head of EYFS is responsible for behaviour management of pupils within the EYFS.

Staff in EYFS will endeavour to encourage small children (below the age of 5) to understand acceptable behaviour as they grow. Staff promote trust and mutual respect for everyone. We understand that good relations and good manners, in a secure learning environment, play a crucial part in the development of intellectually curious small children.

With small children we discuss inappropriate attitudes and practices. We talk about why such actions are unacceptable and why kindness and understanding the needs of others are paramount. Our system always gives verbal praise for a good attitude and for trying hard and children will be given stickers for special efforts as a way to encourage them. Staff ensure that all children receive praise and stickers as a form of encouragement.

5 REWARDS AND SANCTIONS FOR PRE PREPARATORY CHILDREN (6 & 7 YEARS)

The Head of Pre Prep is responsible for behaviour management of pupils within KS1.

House points are used for children aged 6 and 7 (see below for an explanation of how the system works).

The school encourages the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards that are designed to promote a calm, disciplined learning environment. Our system of rewards includes:

- Verbal praise and written praise for a good attitude and for trying hard.
- Verbal praise and written praise for good work.
- Stickers for Pre-Preparatory children.

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- The Head can give awards for excellence of effort and outcomes.
- Praise postcards.
- Annual subject and year group prizes (Class 7 only)
- Discussing personal achievements in assembly so that the community can celebrate success.
- Twice yearly reports to parents, which are always constructive.

6 REWARDS FOR PREPARATORY CHILDREN (OVER THE AGE OF 7)

The school encourages the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards that are designed to promote a calm, disciplined learning environment. Our system of rewards includes:

- Verbal praise and written praise for a good attitude and for trying hard.
- Verbal praise and written praise for good work.
- Stickers for Preparatory children.
- The Head can give awards for excellence of effort and outcomes.
- Praise postcards.
- Annual subject and year group prizes
- Discussing personal achievements in assembly so that the community can celebrate success.
- Twice yearly reports to parents, which are always constructive.

House Points System

In addition to the above, the school's house points system plays an important role in rewarding pupils. House points are designed to motivate and reward pupils for doing something above the expected standard. This may include sporting and behavioural achievements and for excellent effort.

All staff are required to be consistent in their distribution of house points and adhere to the following guidelines:

- Good quality work does not automatically deserve a house point. The work must be better than what would normally be expected for that pupil.
- When a house point has been awarded, it cannot be retracted.
- Teachers are expected to keep a record of pupils receiving house points regularly and to monitor pupils who are working well but not getting the recognition they deserve and ensuring that these pupils' efforts earn appropriate rewards. These are recorded on the school intranet system.

Special house events, for example, sports day will also provide opportunities for pupils to accumulate house points by using a variety of skill sets. The house points system is used for children age 6 and over in the Pre-Preparatory school.

7 SANCTIONS FOR PREPARATORY CHILDREN (OVER THE AGE OF 7)

Sanctions may undergo reasonable change from time to time. Sanctions will not involve any form of unlawful or degrading activity.

Non-Serious sanctions

The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness in class, late or poorly completed work. Repetition of this behaviour will be reported to the Head of Junior Prep or Head of Senior Prep and to the pupil's tutor.

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Minor indiscipline in class or other minor misdemeanours are reported to the pupil's form tutor.

Persistently poor academic performance may result in the tutor requiring a pupil's teacher to make written comments on his/her attitude at the end of every lesson that he/she attends for a period of one or two weeks.

Bullying incidents will be directed to the Head for investigation in accordance with the Anti-Bullying Policy.

If a child's behaviour has fallen below expectations, then the following stages will be followed, subject to the severity of the situation:

1. Minor misdemeanours dealt with by the class teacher.
2. Further infringements dealt with the form tutor.
3. Escalation to Head of Junior Preparatory/Head of Preparatory.
4. More serious misdemeanours will be dealt with by the Deputy Head.
5. The most serious will be dealt with by the Head.

Non-serious sanctions will include loss of playtime at break and lunchtimes and the pupil will be asked to sit on the black sofas indoors. Where sanctions are applied, pupils will be given adequate time to visit the toilet/have a drink of water/have lunch.

Serious sanctions

The Head will be responsible for any disciplinary action against pupils who are found to have made false malicious accusations against a member of staff.

Examples of serious sanctions include: suspension for a specified period, temporary removal of the pupil from the school or permanent exclusion.

The Head undertakes to fully investigate any situation in which a serious sanction may need to be given to the child. The Head undertakes to apply sanctions fairly, consistently and appropriate to the matter.

Where a serious sanction is applied to a pupil, the Head will meet with parents to discuss the facts and will record the reason for the sanction in the Behaviour and Sanctions File.

The Behaviour and Sanctions File will be reviewed when serious sanctions are given so that any patterns can be identified and appropriate action taken. The school will record the sanction on the Serious Disciplinary Sanctions log. This is retained in the Behaviour and Sanctions File.

The school acknowledges that poor behaviour from a child, may give rise to a concern that the child is suffering or may be at risk of significant harm of abuse/neglect. Where a concern is identified, the school will consider whether a multi-agency assessment is required.

- *Please refer to the separate document: Safeguarding and Child Protection Policy.*

Exclusions

On the rare occasions where there are serious difficulties with a pupil's behaviour, where it is felt inappropriate for the pupil to remain in school for the safety of himself/herself or others, then suspension will be considered.

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Suspension or exclusion will be a sanction only given by the Head in circumstances where no other sanction is appropriate.

There will be a full discussion with the pupil and with the parents about the incident after a complete investigation has taken place. Exclusion will be for as short a period of time as possible. In the most serious cases, then permanent exclusion may be applied.

Parents are entitled to appeal against an exclusion and may use the Parent Complaints Policy (see below).

8 INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and guardians who accept a place for their child at the school undertake to uphold the school's policies, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We will telephone the home in the event of an unexplained absence. Please note that it is our policy not to allow holiday to be taken during term. If holiday is to be granted, this is at the Head's discretion.

Should the Head find that a pupil to have made a malicious accusation against a member of staff then a full investigation would be undertaken. Parents of the pupil will be contacted and included in any investigation. Any disciplinary action will be agreed by the Head and confirmed to parents.

9 PUPIL SUPPORT

Where a child is identified as being in need of additional support, the school should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this may be the case, staff should follow the Safeguarding and Child Protection Policy. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether multi-agency assessment is necessary or referral to specialist support provider, for example, an educational psychologist.

10 COMPLAINTS

We trust that parents and pupils do not have any complaints about the operation of the Behaviour, Sanctions and Rewards Policy. However, in the event of a complaint, a copy of the school's complaints policy can be sent to parents on request and a copy can be located on the school's website.

- *Please refer to the separate document: Parent Complaints Policy.*

11 CORPORAL PUNISHMENT STATEMENT

Corporal punishment, or threatening the use of corporal punishment, is illegal and will never be used in school.

Any physical intervention is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness.

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All incidents of the use of physical intervention should be recorded in writing and reported immediately to the Head who will decide on any further action to be taken. Parents will always be informed where such an event takes place on the same day or as soon as reasonably practical.

12 PHYSICAL INTERVENTION

Physical intervention will only be allowed in situations where a child may be in immediate danger of injury. If such a situation occurs, then parents will be informed the same day or as soon as is reasonably practical.

The Behaviour, Sanctions and Rewards Policy was reviewed on 31 August 2018 and will be reviewed on or before 31 August 2019.