

## Behaviour, Rewards and Sanctions Policy

January 2026

Date of renewal: January 2027

This policy is applicable to all pupils, including those in the EYFS and the Boarding House.

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities.

This policy has been drawn up using advice from *Behaviour in Schools: Advice for Head teachers and School Staff DfE 2024*.

### AIMS AND EXPECTATIONS

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school pupil behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure
- The Prep and Pre-Prep departments have a number of guidelines, but the primary aim of the behaviour policy is not a system to enforce them. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn
- The school expects every member of the school community to behave in a considerate way towards others
- We treat all children fairly and apply this behaviour policy in a consistent way
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community
- We recognise our duties under the Equality Act 2010 to make reasonable adjustments to this policy in the case of pupils with special educational needs or disabilities. The SENCO is responsible for identifying the adjustments needed in each individual case and for making them known to staff, placing written confirmation on the boys' file
- **The school rewards good behaviour**, as it believes that this will develop an ethos of kindness and co-operation

## **What do we expect from our pupils?**

- Show respect to all members of the school community
- Be considerate and show empathy to others
- Listen to what staff and other pupils have to say
- Work hard
- Act with integrity
- Be polite and well-mannered to pupils, staff and visitors
- Look after their own and others' property

See also the school's pupil code of conduct.

**We do not tolerate bullying of any kind** [see Anti-Bullying Policy]. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If considered serious enough and if it is persistent the Deputy Head Pastoral will enter the act onto the Bullying list.

## **REWARDS**

Our system of rewards and sanctions is designed to promote a positive, purposeful and disciplined learning environment underpinning the school's values and aims. Our reward system includes:

- Verbal and written praise for good work and effort
- Prominently displaying examples of work, both excellent and aspirational, in all subjects, around the whole school site
- Endeavour ties awarded each term to approximately 20 boys who have shown outstanding effort and behaviour
- Annual form, subject and activity prizes awarded to pupils within every year group and presented at Speech Day in the Cathedral on the last day of Trinity term
- Highlight pupils' achievements both in words and pictures in the weekly Newsletter, which is then posted on our website

## **PLUSES AND MERITS**

Pluses are awarded for effort in any area of school life or creditworthy behaviour. Merits are awarded for effort during lessons and are usually subject based. Good effort is given a Merit and exceptional effort and work during lessons. Good behaviour, manners and/or good citizenship is given a Plus. These are normally given in single denominations, but more than one can be given for particularly significant acts of kindness.

## **COMMENDATIONS AND HEADMASTER AWARDS**

For exceptional work or creditworthy behaviour during the school day a Commendation or Headmaster's Award can be given. These count for 3 and 5 Merits/Pluses, respectively and are awarded during assembly. Parents will be sent a short email explaining the reason for the award by either the subject or form teacher and in the case of a Headmaster's Award, by the Headmaster.

Particular emphasis is placed on rewards. Good reports, grades, pluses, merits, commendation in Assembly are obvious ways of praising value.

## **MERIT AND PLUS CERTIFICATES**

Boys are awarded certificates in the final assembly of each half term or final assembly for attaining in a single half term the following merits and pluses:

Gold Certificates are awarded for 75 Merits or for 30 Pluses

Silver Certificates are awarded for 50 Merits or for 20 Pluses

Bronze Certificates are awarded for 25 Merits or for 10 Pluses

Endeavour ties are handed out at the final assembly each term. Boys are nominated by staff in the first instance and then finalised by the Deputy Head (Pastoral) and Form teacher. Endeavour ties are awarded to those pupils who have shown incredible effort during the term and in many cases made measurable improvement. Boys cannot be awarded a tie for two consecutive terms.

### **Merit/plus tokens**

If a child receives a merit or plus, they will also receive a coloured token corresponding with their house colour. This can then be added to the house tube display and count toward the biweekly count of tokens.

## **Sanctions**

The schools sanction system is designed to allow our pupils to understand why their behaviour is not acceptable and how it might affect others. It also gives the opportunity to modify behaviour quickly without punishment. Our underlying message is one of a restorative approach to behaviour management. Always talking to pupils about what has happened and how they can change their behaviour in the future.

## **RESTORATIVE BEHAVIOUR MANAGEMENT**

At CCCS we try to take a restorative approach to dealing with poor behaviour. At all times staff are encouraged to use positive reinforcement and rewards as a way of building a respectful and positive environment in the school. When a pupil does display poor behaviour it's important for the member of staff dealing with it to try and ascertain why this has happened and talk the pupil through what they could have done differently. Trying to get the pupil to see that their actions are not acceptable and how they could affect others in the school, is the main

aim when dealing with poor behaviour. We try to use the following questions when dealing with poor behaviour.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- What's the impact on you and on others?
- What needs to happen to make things right?

## **MORNING TIME-OUTS, DETENTIONS AND FURTHER SANCTIONS**

**Morning Time outs** are held Monday – Friday during morning break. These will be for 3 strikes of small misdemeanours around the school and in the classrooms during lessons. It's important that if a MTO is given, the teacher asks the pupils to stay behind in order that the teacher can explain why the sanction has been applied. MTO's can be given for more serious misdemeanours without the need for warnings.

Staff are to email the form teacher and Deputy to inform him if a child receives a morning time out. The Deputy will be responsible for taking these time outs and the reason for each will be recorded on the sanctions sheet (this is available for all staff to view) by the issuing subject teacher. During a morning time out, the pupil will be asked to reflect on their behaviour and may be set some work to do by the issuing teacher. A teacher can also issue school-based community service, such as tidying a classroom.

If a pupil receives 2 morning timeouts during a half term, their form teacher will contact their parents to inform them. This will also be to offer support and suggestions but primarily is to ensure that parents are aware of the recent poor behaviour and the reasons for this.

If a pupil receives 4 MTO's during a half term the Deputy Head (Pastoral) will contact, the pupil's parents. At this point we will often suggest that the pupil goes on a behaviour card to monitor their behaviour and try to spot and patterns that occur. This is also an excellent opportunity for the pupil to strive for positive comments on their report card, throughout the week. At this point the Deputy Head (Pastoral) can also issue an after-school detention if they deem in appropriate.

Parents will be informed if their child has received a detention. The detention will take place at the SMT'S discretion, this could be during any breaktime or after school depending on the age of the child. This will also be recorded on the school's management system.

**Detentions are also given for single instances of more serious misbehaviour.** The pupil should be told that they are going to be given one and the reason for it and the detention is recorded in the sanctions list which is kept on the common drive of the school's server system. Any member of the SMT can record a detention in the file. The pupil's parent should be emailed by the Deputy Head, copying in the Form Tutor. During a detention the pupil is given some work to complete and allowed time to reflect of their behaviour.

## **CONDUCT CARDS**

Boys who are struggling with organisation, behaviour, social interaction or have other problems may be put on a **Behaviour** or **Conduct card**. The card will be presented at the beginning of each lesson and then signed by the teacher when it ends, with a mark out of 5 for that lesson for the targets given. This is an attempt to have some "Positive Behaviour Management". The card will display no more than three targets with a realistic mark for the pupil to achieve. These will be discussed with the pupil before he receives the card. At the end of the day, it should be presented to their form teacher or the Deputy Head Pastoral for signature. The card will be discussed with the pupil could be scanned and emailed to parents as well as Deputy Head Academic, Form Tutors, the Housemaster if necessary, and the Headmaster.

The card will normally last for one or two weeks at a time, but this can be discussed with all relevant parties at the end of a week.

### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)**

At CCCS we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. It is important to note that due consideration and possible adjustments will be made for children with SEND. We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

### **Removal from Classrooms**

Removal from classrooms is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

## **THE ROLE OF THE HEADMASTER**

It is the responsibility of the Headmaster to implement the pupil behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. Oversight of this responsibility is delegated to the Deputy Head (Pastoral) on a day-to-day basis or, in the case of Pre-Prep, to the Head of Pre-Prep. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school, implementing, where necessary, the safeguarding procedures of the school. (See Safeguarding Policy.) The Bursar is the designated Health & Safety Officer.

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. He keeps records of all reported serious incidents of misbehaviour. The Deputy Head (Pastoral) has a serious sanctions list, which is updated half termly.

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. Both these actions are only taken after the Chairman of Governors has been notified.

## **THE ROLE OF THE HEAD OF PRE-PREP**

The Head of Pre-Prep is responsible for behaviour management in Pre-Prep, including EYFS.

## **THE ROLE OF TEACHERS**

1. To actively enforce the Pupil Behaviour Policy
2. To administer the Reward and Sanctions Policy equitably.

## **RESPONSIBILITIES OF STAFF**

Behaviour management is the responsibility of all members of staff throughout the school. At CCCS, we encourage good behaviour at all times. There is a positive approach based on high standards and consistency.

Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions, even if we expect these to be the norm. If boys do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive and restorative manner; condemning the behaviour without humiliating the child.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the school's approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Incidents of bad behaviour should be dealt with in the first instance by the teacher(s) on the spot, whether in the classroom, on duty around school, or at any time during the course of the school day.

## **FORM TUTORS**

Individual teachers faced with instances of bad behaviour which cannot be dealt with on the spot should refer boys to Form Tutors, who should keep the Deputy Head Pastoral and, if appropriate, the Housemaster informed. This can be done verbally or with a short email which the Deputy can follow up on. If appropriate, parents will be informed by the Form Tutor.

## **THE DEPUTY HEAD PASTORAL**

The Deputy Head Pastoral is responsible for school discipline. Cases of serious indiscipline should always be referred to him/her. It is important that there should be liaison between the Deputy Head Pastoral, Housemaster and Form Teachers. The Deputy Head Pastoral may wish to speak to the boy involved; contact with the parents will be made. If the matter is serious enough it will be passed onto the Headmaster, but it is important that the Headmaster be considered the final rather than the first recourse.

## **HOUSE LEADERS**

House Leaders should concern themselves with Merits and Pluses. They should play an active role in encouraging their troops. House Captains can also take a role in congratulating certain individuals who have done particularly well. These matters should be discussed in general terms at House meetings. House Leaders are not part of the disciplinary process beyond this though.

## **THE ROLE OF GOVERNORS**

1. The governing body has the responsibility of overseeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headmaster in carrying out these guidelines.
2. The Headmaster has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

## **THE ROLE OF PARENTS**

1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
2. The school's guidelines are published both in the parent contract and on the website; parents are expected under the terms of their contract to be aware of the guidelines and to support them
3. We expect parents to support their child's learning, and to co-operate with the school, as set out in the contract. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's well-being or behaviour.
4. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Form Teacher. If the concern remains, they should contact in the case of Pre-Prep, the Head of Pre-Prep or in the Prep, the Deputy Head Pastoral, and finally the Headmaster. If these discussions cannot resolve the problem, the next stage of the formal complaints' procedure can be implemented.

## **PREP DEPARTMENT GUIDELINES**

Whenever human beings have lived and worked together in groups, they have found that if they are to be successful there must be laws or guidelines that are in the best interests of everyone. Our Prep Department Guidelines are designed to benefit and safeguard all members of our community. We have not tried to list absolutely everything on this sheet – most situations are covered by our first statement.

## **RESPONSIBILITIES OF PUPILS – Pupil Code of Conduct**

At Christ Church Cathedral School, staff and pupils alike are committed to treating each other as we would wish to be treated ourselves. In practice, this means:

- 1) In Class, we make it as easy as possible for pupils to learn and the teacher to teach by
  - arriving on time
  - always trying our hardest
  - being properly equipped
  - beginning and ending each lesson in an orderly fashion (as defined by our teacher)
  - being willing to help when needed
  - being quiet when expected to be so and not calling out
  - not swinging on chairs or doing anything else distracting
  - listening to others

- 2) Around the School, we move about sensibly by
  - standing back to let people pass
  - opening doors for people
  - waiting our turn
  - never pushing or kicking
  - not running
  
- 3) We speak politely to everyone, pupils as well as adults, by
  - not answering back or shouting
  - not using bad language, even if a teacher isn't present
  - not using racist, homophobic, sexist or abusive language
  
- 4) We act kindly to everyone by
  - never teasing
  - never hitting or hurting anyone in any way whatsoever, even if we feel provoked
  - not stealing or borrowing from others without permission
  - not disrupting other children's games in the playground?
  
- 5) We help to keep the premises tidy by
  - putting all litter in bins
  - not damaging school property, including books, desks and walls
  - leaving our classroom tidy
  - looking after our possessions
  
- 6) We do not bring inappropriate items into school, such as
  - expensive toys or games
  - mobile phones (unless needed after school), Kindles, tablets, I-pods, headphones
  - money
  - sweets, fizzy drinks and other inappropriate food
  
- 7) We respect our own safety as well as that of others by
  - not climbing on or under buildings or walls
  - being aware of cars coming into the playground and moving to the side
  - being careful when walking to the Cathedral and Field
  - keeping within school bounds
  
- 8) When in uniform, both in and out of School, we behave appropriately by
  - wearing our uniform with pride and ensuring it is clean and tidy
  - being a good ambassador for our School.

## **SUSPENSIONS AND EXCLUSIONS**

### **Internal Suspension**

This punishment should be reserved for:

- A serious incident of misbehaviour. This might include being in a fight or being openly rude to a teacher.
- The pupil will be spoken to by the Headmaster and the Deputy Head Pastoral who will explain the seriousness of the punishment and of the issue. Pupils will be isolated during the school day and will do their own work. Parents will be informed.

### **Suspension**

This punishment should be reserved for:

- A very serious misbehaviour. This might include:
  - an unprovoked attack on another pupil.
  - A series of troubling incidents which shows little sign of stopping.
  - Possession or use of tobacco or alcohol (first offence)
  - Serious misuse or repeated misuse of the IT system
  - Racism towards another pupil

In the case of a Chorister, the Cathedral Organist should be consulted

### **Expulsion**

This punishment should be reserved for:

- An incident of behaviour which leads us to believe that the school is not safe with the person remaining in it.
- A repeated instance of a very serious piece of behaviour generally similar to that for which a boy has recently been suspended for instance:
  - stealing on repeated occasions
  - repeated vandalism
  - repeated serious bullying
  - second incident of possession or use of tobacco or alcohol
  - persistent nonattendance of the pupil without good reason

- persistent refusal to conform to the school's behavioural expectations
  - repeated violent unprovoked action on another pupil
- Only the Headmaster (or the Acting Headmaster) has the power to exclude a pupil from school. The Headmaster may suspend a pupil for one or more fixed periods. The Headmaster may also exclude a pupil permanently. It is also possible for the Headmaster to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- The Headmaster consults the Deputy Chairman of Governors about any expulsion and about any fixed-term suspensions beyond five days in any one term. In the case of a Cathedral Chorister, the Cathedral organist will be consulted.
- Permanent Exclusion for behavioural reasons would only follow at least one period of suspension unless the breach of discipline (within or beyond school) was so serious that the expulsion of a child was deemed to be in the School's best interests or those of the child or other children.
- If the Headmaster excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The appeal should be made in writing to the Deputy Chairman of Governors and should give reasons why the parent considers the exclusion to have been inappropriate or the procedure followed to have been at variance to that suggested in the policy.
- The request for an appeal must be made as soon as possible and in any event within 7 days of announcement of the Exclusion
- The Deputy Chairman of the Governors will appoint a panel that will consider the appeal as soon as possible but certainly within 14 days of receipt of the notification.
- The panel will have three people who were not directly involved in the decision to exclude including one person who is independent of the management and the running of the School.
- Parents may attend and be accompanied at the appeal if they wish. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- The members of the panel will consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.
- The appeal will also consider the Headmaster's response and carry out further investigations and / or interviews as appropriate.

- The panel will aim to reach a final decision on the complaint and recommend an appropriate action as quickly as possible, normally within 7 days (and no longer than 14 days) after the panel hearing.
- The panel will record in writing its findings and recommendations and these will be sent by electronic mail or otherwise given to the parents, the Headmaster. This will normally be sent out within 14 days of the appeal.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headmaster must comply with this ruling.

At no time will corporal punishment either be used or threatened.

### **Sanctions and Rewards in the Boarding House**

#### **Rewards:**

##### Verbal:

- Verbal praise: given in front of the assembled boarding house, year group or in school assemblies.

##### Written:

- A formal recognition of behaviour that goes beyond the basic requirements of the Schools Code of Conduct. This may take the form of an article in the weekly school newsletter, a statement in an end of term report or a note bringing the boy to the attention of his parents or the Headmasters.

##### Presented:

- Award of a star – stars accumulate over the course of a term in recognition of good behaviour. Upon reaching ten stars a small reward is given. At the end of each term the boy with the most stars receives a more substantial reward that reflecting their individual interests or hobbies.
- Awarding of the Dorm Cup – this trophy is awarded at the end of each term depending on the results of each dormitory's daily inspection. These inspections are graded as gold, silver, bronze and fail and accumulate over a term.

##### Other rewards and treats:

- Bedtime extension at weekends (usually twenty minutes more free time).
- Pizza/takeaway nights.
- Movie nights (age-appropriate films provided).
- Tuck night.

- Year group trips to town, G and D, Macdonald's or the playing fields (or at local events) for good behaviour after lights out.

### **Sanctions:**

#### Verbal:

- Informal verbal warning given to individuals or groups as necessary.
- A final verbal warning given (possibly in the presence of a second member of staff).
- Discussion with Boarding Staff via handover.
- Discussion between the Headmaster and Housemaster during their weekly boarding meeting.

#### Written:

- A written note to Boarding Staff via handover.
- A note to the boy's personal tutor and/or parents.
- A note to the Deputy Head Pastoral and/or Headmaster.
- A specific referral to behavioural difficulties in formal termly reports.

#### Presented:

- Awarding a minus – minus' accumulate over the course of a term and are deducted off of the pupils' stars in recognition of small transgressions (may follow a verbal warning).
- Early bedtime – usually given if boys misbehave after light-out following a verbal warning.
- Prescribed activity during free time – a letter of apology or similar such task as agreed by the members of staff involved.
- Referral to the Deputy Head Pastoral and/or Headmaster.
- Gating – following consultation with the Headmaster, the Housemaster make 'gate' a boy owing to misconduct. This may involve missing out on social activities and/or aspects of free time and privileges.

At no time will corporal punishment either be used or threatened.

THE GOLDEN RULES OF THE PRE-PREP



**DISCIPLINE AND BEHAVIOUR IN PRE-PREP (including EYFS)** N.B. further information may be found in Section D of the Staff Handbook

Pre-Prep children are expected to behave within the spirit of the School's code of conduct.

- Pupils must abide by 'The Golden Rules' which are linked to positive values and House Points.
- Pupils are expected to come to school correctly dressed, wearing the regulation uniform.
- Pupils should be punctual, polite, and sensible, showing concern for others at all times.
- Pupils should respect other people's property.
- Pupils must not run inside or between buildings.
- Care and consideration should be used when moving up or downstairs, and pupils should keep to the left at all times.
- Good behaviour will be expected at all times and especially when:
  - o Entering the Hall for Assembly
  - o Lining up at the end of Break
  - o Entering a room at the start of a lesson
- Any form of fighting or bullying is not acceptable and will be dealt with as a serious matter.
- Disregard for these guidelines will meet with appropriate response.

## **Reception to Form 2**

**Reward System** Pre-Prep staff award house points and Star Certificates for improved/outstanding pieces of work, and for improved/outstanding examples of behaviour e.g. helpfulness, courtesy, generosity, application to work, concentration etc. The teachers keep a record of the house points collected and the Pre-Prep House Cup is awarded each week along with certificates for individual achievements at the weekly special Stars Assembly. In addition, each class teacher uses stickers as a means of praising or reinforcing particular examples of work, attitude or behaviour.

As a rule, any incident of inappropriate behaviour is dealt with by the member of staff responsible for the child at the time it happens (Class teachers, TAs, GAP students etc) However, the class teachers are expected to support other staff in their dealings with incidents, especially those occurring in the playground. In the case of repeated, serious incidents, the child or children will be sent to the Head of Pre-Prep.

**Step one:** Incident dealt with by class teacher.

**Step two:** 3-minute time out.

**Step three:** Report incidents to Head of Pre-Prep and discuss a plan of action to encourage good behaviour. Parents are sometimes informed at this juncture and asked to reinforce good behaviour at home.

**Step four:** Child has a time-out and restorative conversation with Head of Pre-Prep, discussing their actions and how they can improve their behaviour. Parents are informed and a discussion between Head of Pre-Prep, form teacher and child occurs.

**Step five:** Headmaster will become involved in the situation (this should only be in cases of serious dangerous behaviour, or persistent behavioural issues).

When corrections to behaviour are deemed necessary, staff should aim to make it appropriate e.g.

- deliberate time-wasting during lessons might be 'made-up' by working during part of the next playtime/golden time.
- a letter of apology might be written after rudeness or unkind behaviour directed at a specific person.
- a 'cooling off' period (3-minute time out) apart from the rest of the class may be used for inappropriate behaviour within the class.
- If a child shows a pattern of misbehaviour, or a member of staff wishes to seek advice, discussions with the Head of Pre-Prep should take place.

All significant behavioural problems are recorded on the child's individual pupil record on the school system. Discussions take place with the parents, who are encouraged to reinforce the School's ethos of care and consideration for others.

In cases of significant uncontrolled misbehaviour where the child is likely to cause personal injury or harm to another child, gentle physical intervention is permissible and should be explained to the child as it happens. Where possible this should only take place when another member of staff is present and should be reported to Head of Pre-Prep and DSL as soon as possible. The incident should be recorded on Engage and parents are to be informed the same day. Discussions should take place with parents/carers to create a plan to manage the child's future behaviour. Where appropriate, the school's counsellor will be recommended to parents/carers and children.

### **Behaviour on the Pre-Prep playground**

The pupils are expected to behave with consideration towards each other within the spirit of the Code of Conduct and the 'Golden Rules'.

Any incidents of poor behaviour on the playground are dealt with by the person on duty and reported to the class teacher.

- If appropriate, the child will receive a 'time out' for 1-3 minutes  
i.e. participating in rough play that is inconsiderate to others, not listening to staff.
- Incidents that raise concerns are reported to parents as soon as possible and recorded on Engage or My Concern as appropriate.

Information concerning pupil behaviour and social incidents are shared between staff, ensuring that children are given help and encouragement to play safely no matter who is on duty.

## **INAPPROPRIATE PUNISHMENTS AND SANCTIONS**

No child should be humiliated, either publicly or privately.

In particular, inappropriate punishments include:

- The direct use or the threat of using corporal punishment
- Any form of "lines". However, a letter of apology may be appropriate.
- Sending boys/children out of lessons for more than a short 'cool down' in serious circumstances.

## **PHYSICAL INTERVENTION**

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff. Staff must follow the guidelines set out in the Physical restraint and use of reasonable force policy.

## **SEARCHING AND CONFISCATION**

There may be times when a member of staff needs to search a pupil or a pupil's belongings because something has gone missing or because there is suspicion that the pupil is in possession of a prohibited article and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the Searching and Confiscation Policy.

## **MANAGING TRANSITIONS**

The school is aware that transitions can be times of anxiety for pupils. This includes both normal transitions around the school site during the day and the more significant changes of teachers and classrooms that happens at the beginning of a new year.

### **In Pre-Prep**

- Moving to specialist teaching rooms. Pupils will always be supervised as they are escorted to and from specialist teaching rooms.
- Attending individual music or other 1:1 or small group sessions. Pupils will be escorted to and from these lessons either by a teaching assistant or the specialist teacher.
- Break times. Pupils will be escorted to and from the playground by a member of staff. Whilst in the playground, pupils will be supervised in accordance with the Pre-Prep playground guidelines found in Section D of the Staff Handbook.
- Lunch times. Pupils will be escorted to and from the dining room or classrooms, and members of staff will sit with and supervise the pupils whilst eating lunch.

### **In Prep School**

- Moving to specialist teaching rooms. Pupils will generally move around the school unsupervised between specialist lessons, but all staff will remain aware of the need to monitor behaviour and be aware of health and safety in the corridors.
- Attending individual music or other 1:1 or small group sessions. Pupils will generally be expected to make their own way to and from these lessons.
- Break times. Pupils will leave lessons once dismissed and will make their own way out to break. Whilst in the playground, pupils will be supervised as set out below.
- Lunch times. Pupils will make their own way to lunch but will be registered upon arrival

At the end of each academic year children who find managing the transition to a new form difficult are identified and a plan is put in place to manage the transition. Conversations will be held between the current tutor and new tutor so that any necessary information is transferred early on.

### **MONITORING**

1. The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
2. The school records incidents of misbehaviour in Engage. Subject teachers record minor classroom incidents. The Headmaster records those incidents where a child is sent to him on account of bad behaviour. Any incidents that occur, for example, at break or lunchtimes are put on Engage by duty staff and information is shared with colleagues as appropriate.
3. The Deputy Head Pastoral keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

4. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **REVIEW**

The Senior Management team reviews this policy annually and its findings are reported by the Headmaster to the Governing Body. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.