

Prep School Behaviour, Rewards & Sanctions Policy

AIMS & OBJECTIVES

This policy sets out the School's aim to provide a disciplined and ordered community in which all pupils, irrespective of gender (including those who are gender-questioning or going through transition), ethnic or religious background, appearance, sexuality or ability, can learn and feel safe, in which every member of the School feels valued and respected, and all pupils are fairly and consistently treated. The objectives of this policy are to promote good behaviour, self-discipline and respect, and to set out the School's system of rewards and sanctions.

THE PROMOTION AND REWARD OF GOOD BEHAVIOUR

Rewards and praise:

The School promotes a culture in which praise and encouragement outweigh and reduce the need for punishment and reprimand. Rydal Penrhos Prep School is keen to acknowledge all the achievements of the pupils in every aspect of their School activity, be it academic, creative, sporting or social.

Rewarding pupils motivates them and creates the best climate for effective teaching and learning, as well as reinforcing the School's community values. The School takes pride in celebrating the success of its pupils and in communicating this success to them and to their parents / carers.

The key elements of this system, which are not exclusive, are as follows:

- frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement;
- the presentation of School awards for all kinds of achievement;
- the award of house points in Reception to Year 6, leading to the presentation of 'Headteacher Stickers' upon collecting 30 house points;
- public recognition from the Head of the Prep School;
- announcements in School assemblies;
- the recording of special achievements in public areas such as the School website and Facebook pages.

It is the responsibility of the Prep School Leadership Team to monitor the frequency and effectiveness of this system of rewards.

Expectations of pupil conduct and the nature of the ethos and values of the School are reinforced in all lessons, Chapels and assemblies, in regular periods with tutors, weekly Chaplain's assemblies and the PSHE programme. In addition, there are also many themed days and events throughout the year that encourage pupils to think of others and respect and value other members of the School community.

Staff:

All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents / carers which is based upon mutual respect, self-discipline, courtesy and good humour.

All members of staff are encouraged to acknowledge and to show that they value good behaviour by pupils. Standards of good behaviour are set out in the staff Code of Conduct, and are regularly reinforced to staff during INSET days and meetings.

Opportunities for staff to endorse and acknowledge good behaviour arise in both formal and informal settings, including daily contact in corridors and classrooms, oral and written comments on work and during interaction with pupils whilst engaged in duties outside lessons.

Pupils:

A framework for the formal recognition and reward of good behaviour is published in the 'Pupil Planner & Record Book', setting out the system of house points for achievements.

Pupils are encouraged to engage in activities which will promote good behaviour by joining, or contributing to, the School Council or Eco Committees. Year 6 pupils can also lead by example by applying to become Prefects, Librarians, Digital Leaders or House Captains; they can also be invited to act as Captains of the various sports.

The behaviour of individual pupils and trends in collective behaviour are closely monitored by the Form Teachers and the Head of the Prep School. The School's pastoral systems are responsive and flexible in dealing with issues that affect both individuals and larger groups of pupils; this may include speaking to pupils and parents / carers, and adapting assemblies for pupils as appropriate.

The standards of behaviour as generated by the pupils, namely 'Golden Rules', set out as 'Busy Bees', and the Code of Conduct for pupils are published alongside the general school rules in the Pupil Planner & Record Book.

SANCTIONS FOR BREACHES OF THE CODE OF CONDUCT**Discipline in the School:**

A community functions more easily and more effectively with clear standards of behaviour and manners. Because misbehaviour can range from minor breaches of the School rules to more serious offences, it is important that pupils are aware of the consequences of unacceptable behaviour, both in School and in the wider community; they should know in advance the School's policy for deterring and correcting such behaviour.

The guidelines that follow provide part of the framework for developing self-discipline and individual responsibility. When used they must be applied fairly and consistently, and in proportion to the seriousness of the offence; this means that there must be a scale of sanctions with it being clear whose responsibility it is to apply the latter at the appropriate level. Sanctions can be applied for unacceptable work as well as for behaviour issues.

In applying any sanctions, the need for flexibility and common sense is essential, and the purpose of this policy is to provide clarity in empowering members of staff to deal with situations themselves, or to help them to appreciate how and when to pass it on to higher authority. It should be noted that the teacher is responsible in the first instance for dealing with minor infringements; simple admonishments, given with the authority of a member of staff, are often as effective as any formal sanction and are the first recourse of any member of staff.

The corporal punishment of pupils is prohibited at the School; however, physical intervention may be used to avert any immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil himself or herself).

Sanctions for Minor Offences:

The School's high expectations of its pupils generally result in a display of positive attitudes and behaviour. However, from time to time, pupils may need to be reprimanded for what it is hoped will only be minor breaches of the School rules and code of conduct. In such instances, the following courses of action may be taken, depending upon the severity of the incident or concern:

Stage	Course of Action
1	Verbal reprimand by the member of staff dealing with the situation, and discussion / explanation about what has happened and why it is not acceptable (with referral to the Form Teacher, if being dealt with by another member of staff)
1	Time out (a short period of time for calm or reflection)
1 or 2	Break time detention (may be given by the Form Teacher with referral to the Head of the Prep School, and the action recorded)
2	Referral to the Head of the Prep School if the incident is considered serious or an ongoing concern
2	'Reporting In' system or Report Card to monitor the child's progress towards improvement in behaviour or organisation (Form Teacher, in liaison with parents / carers)
2 or 3	Note / letter to parents / carers from the Head of the Prep School regarding the concern
2 or 3	Meeting with parents / carers
3	Referral to the Head of the Prep School (this stage may include the two points above)

Any instances of negative contact (such as biting or hitting) will be referred to the Head of the Prep School at once, subsequently recorded on iSAMS, and finally the parents / carers will be called by the Head.

Teachers do their best to listen to the pupils, to discuss concerns with them, and to try to resolve problems or conflict fairly and swiftly. Minor misdemeanours and friendship problems are all part of the process of growing up and learning through making mistakes, and will be dealt with as sensitively as possible within the School.

Parents / carers should be assured that, if there are genuine, on-going concerns about their child's attitude or behaviour, the School will contact them to raise and discuss these matters. Both parties can then work in partnership to put in place further support mechanisms in order to help to resolve the situation.

The follow-up may require a structured support programme or referral to the School's counsellor, and / or to other support services such as Child & Adolescent Mental Health Services.

Sanctions for Major Offences:

Suspension: if a pupil is suspended, he or she will be required to go home immediately following that decision. In certain cases, a pupil may be given an internal suspension, in which case he or she would be isolated from the rest of the School and supervised for the duration of the suspension.

Withdrawal: in the event of a single act of gross misconduct or a repeated series of breaches of discipline, parents / carers may be asked to withdraw a pupil from the School if the Head judges it to be in the best interests of the School and / or of the child.

Expulsion: the Head reserves the right in the last resort to expel a pupil.

This policy is subject to review on a biennial basis; however, it may require earlier revision in the light of any regulatory change which may come into force in the interim.

Last reviewed by LD:	February 2020
Approved by Governing Body:	February 2020
Next review:	February 2022