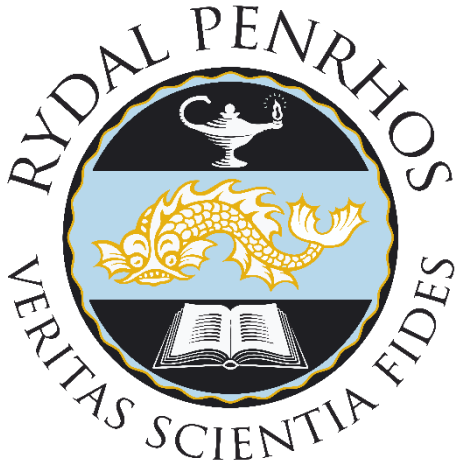




Behaviour / Rewards and Sanctions Policy

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DO ALL THE GOOD YOU CAN, BY ALL THE MEANS YOU CAN,
IN ALL THE PLACES YOU CAN,
IN ALL THE TIMES YOU CAN, TO ALL THE PEOPLE YOU CAN,
AT ALL THE TIMES YOU CAN,
AS LONG AS EVER YOU CAN.

Behaviour / Rewards and Sanctions Policy

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1. Introduction

Rydal Penrhos School is an inclusive Christian community, based on a Methodist foundation, dedicated to ensuring that the unique potential of each young person is realised. The school fosters respect for the individual in a safe and secure environment, thereby developing self-confidence and personal independence. Rydal Penrhos School strives to ensure that we are inclusive and welcoming, a place where individuals are valued, good order is respected, relationships cherished, and where excellence in its widest sense is pursued.

Do all the good you can,
by all the means you can,
in all the ways you can,
in all the places you can,
at all the times you can,
to all the people you can,
as long as ever you can.

John Wesley

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, where 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.

Expectations of pupil conduct in the context of the ethos and values of the School are reinforced in all lessons, Chapel and assemblies for year groups and houses, regular periods with tutors, weekly religious 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 to respect and value other members of the School community.

The School follows the prescriptions of the Welsh Government Guidance Document 255/2019 entitled 'Exclusion from Schools and Pupil Referral Units' (November 2019).

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 on mutual respect, self-discipline, courtesy and good humour.

Pupils

The framework for the formal recognition and reward of good behaviour comprises a system of merit and house points for academic or extra-curricular achievements.

Pupils are encouraged to engage in activities that will promote good behaviour by joining or contributing to the School Council or other school committees. Sixth Form pupils can also lead by example by applying to become Prefects and / or by volunteering to become a Peer Mentor. Training is provided for those pupils who are appointed to these roles.

The behaviour of individual pupils and trends in collective behaviour are closely monitored by the Form Tutors and Pastoral Leaders, and 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.

2. Aims

Aims and School Ethos

This policy aims to:

- Promote the school vision of 'Do all the good you can.'
- Promote the value of respect: respect for oneself; respect for others; and respect for our environment
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

The key aim of Rydal Penrhos School is to ensure that all children are given a wide range of opportunities to enhance their academic, social, moral and spiritual development. To this end, Rydal Penrhos School believes in offering a stimulating, calm and purposeful atmosphere that fosters effective teaching and learning. Good behaviour makes effective teaching and learning possible and poor behaviour disrupts this process. Thus, in order to fulfil their learning potential, our pupils need an environment which embraces good behaviour, politeness, helpfulness and care for others and the surroundings. This we believe is achieved through positive relationships and modelling such behaviour among all members of the school community.

With this in mind, this policy for behaviour is a set of agreed principles and processes that guide and facilitate the decisions and actions taken by the staff at Rydal Penrhos School with respect to the management, monitoring, rewarding and consequences of pupil behaviour. The policy aims for coherence and harmonisation, but not uniformity. Hence, to treat children fairly we do not, by definition, believe that this necessarily involves treating them all the same. We promote values that foster pupils to care about others and are quick to act if they see another pupil in need of help or companionship.

We understand that mistakes are made by all members of our community but expect individuals to take responsibility for the consequences of these mistakes and (when necessary, with support) learn from them. This will sometimes require pupils to discuss issues in a considered way, listening and showing respect for the views of others.

In order to function efficiently, every community needs rules and guidelines which are there to protect both the individual and the community. All pupils are expected to conduct themselves with dignity and common sense at all times. The School's good name and standing are defined by the fine example set by its pupils.

Pupils are expected to:

- Recognise the value of the school's Christian ethos.
- Seek to fulfil their potential both in and outside the classroom, positively responding to the opportunities offered.
- Recognise each other's worth and seek to support each other in a constructive way, avoiding hurting each other verbally, physically, or emotionally.
- Value opportunities for leadership and for healthy competition and co-operation.
- Recognise the importance of self-discipline and responsible independence, and adhere to the school's codes of conduct, appearance, and dress.
- Recognise the importance of trying to become a more sustainable school and contribute towards achieving this.
- Behave courteously towards each other, the staff, and visitors of the school.
- As individuals, seek to make their own positive mark on the world in which they live when they leave school.
- Arrive at school, all lessons, and other activities punctually, equipped and prepared to learn.

- Take pride in all that they do and respect the right of others to live and work in an environment conducive to learning and developing as individuals.
- Show respect for the property of others.
- Take pride in personal presentation, and adhere to the school's uniform and dress code, including permitted items to be brought into school.
- Follow the school's mobile phone and acceptable use of ICT (including social media) policies.
- Move around the school premises in a quiet and orderly manner, and not enter classrooms until invited to do so by a member of staff.
- Take pride in the school environment and keep it tidy.
- Communicate in a positive manner and not use vulgar, obscene, or derogatory language.
- If in Key Stage 5, seek permission from the Head of Key Stage 5 before bringing a motor vehicle to school. Where permission is granted, such vehicles are for personal use only. Vehicles are not to be used during the school day.

3. Definitions

Misbehaviour is defined as, but not exclusive to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as, but not exclusive to:

- Repeated misbehaviour
- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-Cigarettes (Vapes)
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Staff deal effectively with the rare occurrences of bullying by identifying why the bullying took place and then setting restorative interventions so pupils accept responsibility for their actions and the subsequent consequences.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	e.g.
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking or damaging another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- The Principal will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Offering appropriate training in behaviour management, and the impact of additional learning needs (ALN) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- The Principal will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The Vice Principal - Pastoral will ensure that the data from the behaviour incidents on schools MIS is reviewed on a weekly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on schools MIS (iSAMS) and Safeguarding systems (CPOMS).

Pastoral Leaders and the Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the pupil's form tutor promptly

6. Behaviour Curriculum and Code of Conduct

Rydal Penrhos School teaches positive behaviours to pupils, by creating a culture of mutual trust, and clear expectations, modelled by staff members. Relationships between staff, pupils, and families, are nurtured, and provide a backbone to the values and belief system within the school. As an outcome of this culture, our pupils are expected to take responsibility for the actions, accepting sanctions when given. Our pupils are taught our values for them to be taken into the outside world (including online) and not used in isolation within school. Pupils should refrain from behaving in a way that brings the school into disrepute.

All of these directions are underpinned by the vision of ‘Doing all the good you can’ and the value of respect (for oneself, others and the environment) in order to create a positive atmosphere for learning for all.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The Rydal Penrhos Way

These Cornerstones are identified with the support of the whole school community (parents, teachers and pupils) with the aim of creating optimal behaviour for learning and supporting pupils in the development of skills that equip them throughout life.

The Rydal Penrhos Ways are:

1. We **listen, and follow instructions** given by members of staff first time
2. We are **present, prompt and prepared**: We are on time to lessons and ready to learn; we bring the correct equipment and a positive attitude
3. We are **respectful**. We are kind and polite to others, respecting their personal space, belongings and their views
4. We **work hard and try our best**
5. We take **pride** in our school and wear the school uniform correctly

All of these directions are underpinned by the value ‘doing all the good you can’ in order to create a positive learning environment for all.

6.1: Pre School Promoting Positive Behaviour Summary

At Rydal Penrhos Pre School, our approach to behaviour is rooted in our shared Cornerstones—developed collaboratively by pupils, parents, and staff—and guided by the value of “doing all the good you can.” These principles ensure that every pupil can flourish in a safe, respectful, and engaging environment. Our behaviour strategy draws upon best practice, including guidance from the National Day Nurseries Association (NDNA), adapted across all key stages of school life.

1. We listen and follow instructions given by members of staff first time

Clear and consistent routines: Pupils are taught to respond promptly to teacher instructions through daily routines, visual timetables, and role-modelling.

Positive reinforcement: Staff consistently praise pupils who listen and act the first time, reinforcing the importance of respect, responsibility, and readiness.

Restorative conversations: When behaviour falls short, pupils are calmly reminded of expectations and supported in making better choices through guided reflection.

2. We are present, prompt and prepared

Structured transitions: Pupils are taught to manage transitions smoothly with the aid of verbal cues, countdowns, and visual prompts, reducing anxiety and increasing focus.

Environment for readiness: Classrooms are calm, welcoming, and resource-rich, helping pupils arrive mentally and physically prepared for learning.

Responsibility for materials: Pupils are encouraged to organise their resources and bring the correct equipment as a key life skill, with support offered where needed.

3. We are respectful. We are kind and polite to others, respecting their personal space, belongings and their views

Respect taught explicitly: Staff model respectful interactions and use stories, circle times, and PSHE lessons to reinforce themes of kindness, tolerance, and empathy.

Golden Rules ethos: We embed NDNA's "Golden Rules" framework—"We are kind," "We listen," "We look after property"—into everyday language and visuals.

Safe personal space: Children are taught to understand and respect physical boundaries, with gentle redirection and praise used to encourage awareness of others.

4. We work hard and try our best

Effort-focused feedback: Teachers prioritise praise for perseverance and improvement, helping pupils understand that progress comes through effort.

Growth mindset language: Staff use positive, encouraging vocabulary ("You can't do it yet") to nurture resilience and determination.

Supportive environment: Pupils who find tasks challenging are supported through choice-based strategies, task scaffolding, and praise for trying.

5. We take pride in our school and wear the school uniform correctly

Visual expectations: Displays across school reinforce positive examples of uniform, manners, and care for our environment.

Shared responsibility: Pupils take part in classroom jobs and eco-responsibilities, developing a sense of ownership over their space and school identity.

Celebrating community: Uniform is positioned not just as a rule, but as a symbol of belonging to a school that values kindness, effort, and mutual respect

7. Responding to behaviour

7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.2 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Awarding Stars (Prep School) and House Points (Senior School)
- Teacher and Principal Commendations
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status (RPS Prep school Head boy and Head girl) (RPS Heads of school, and Deputy Heads of school), or being entrusted with a particular decision or project
- Whole-class or year group rewards (Trips, movie nights, lunch passes for highest positive point awards)

7.3 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention of differing lengths at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

(For further information on use of rewards and sanctions see section 11 below)

7.4 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or the risk of hurting themselves or others
- Damaging property

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on iSAMS and CPOMS, and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.5 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, or when the behaviour outside of school, has an impact on the school community. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Causes harm to or poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding person (DSP) will make a referral to children's social services, if appropriate.

7.9 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help

Refer to children's social services

Report to the police

Please refer to the Safeguarding Policy for more information.

7.10 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Recognising the impact of ALN on behaviour

The school recognises that pupils' behaviour may be impacted by an additional learning need (ALN). When incidents of misbehaviour arise, we will consider them in relation to a pupil's ALN, although we recognise that not every incident of misbehaviour will be connected to their ALN. Decisions on whether a pupil's ALN had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with ALN, especially where their ALN affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with ALN (Children and Families Act 2014)
- If a pupil has a personal development plan (PDP), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Preventative approaches may include examples such as:

- The use of Pupil Profiles, to highlight strengths, difficulties as well as teaching and learning strategies.
- Short, planned movement breaks for a pupil with ALN who finds it difficult to sit still for long (Time Out or Exit Cards)
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil
- Training for staff in understanding the needs of pupils with ALN
- Use of separation spaces, where pupils can regulate their emotions during a moment of sensory overload

8.1 Adapting sanctions for pupils with ALN

When considering a behavioural sanction for a pupil with ALN, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.2 Challenging behaviour and unidentified ALN

The school's additional learning needs co-ordinator (ALNCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.3 Pupils with an individual development plan (IDP)

The provisions set out in the IDP must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an IDP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the IDP.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

All pupils that receive a sanction that involves an external suspension, will have a reintegration meeting with the Vice Principal and the Principal, with their parents or guardians. At the Prep School, during detentions, a restorative action takes place so that the perpetrator understands the impact of their actions with the aim of reducing a repetition of the same behaviour.

Report cards are used, with positive behaviour targets, as a mean to support a pupil monitor their own behaviours. This is used in conjunction with daily meetings with either Tutor, Pastoral Lead or Vice Principal, depending on level of escalation.

Activities that promote positive self-worth, belief and value within the school community are sought to help raise self-esteem, connection to school values, and recognise their importance.

10. Record Keeping

Accurate records of behaviour incidences are essential for ensuring:

- Fairness
- Transparency
- Identifying patterns of behaviour, and potential welfare, or safeguarding concerns.
- Evidencing decision making in regard to disciplinary decisions.

10.1 iSAMS

Staff are trained to enter all rewards and sanctions directly onto iSAMS. These records are automatically sent to relevant tutors, key stage leaders and pastoral leaders. Tutors, pastoral leaders and the senior leadership team will contact parents as indicated in the rewards and sanctions framework. The records are visible to all staff with access to iSAMS. The hierarchies of rewards and sanctions (outlined below) are mapped within iSAMS. The senior leadership team monitor the rewards and sanctions every morning during the daily SLT meeting.

10.2 CPOMS

Behaviours that may indicate a wider pattern of concern, require reflection, action, and outcomes for example, peer on peer abuse, bullying, aggression, sudden changes in academic engagement, behaviours related to drugs, alcohol etc will also be recorded in CPOMS.

11 Rewards and sanctions

Whilst the fundamental principles of behaviour for learning are the same, the execution of rewards and sanctions are developed with an age-appropriate lens. The Prep and Senior school have age-appropriate behaviours, rewards and sanctions.

When considering the behaviour of any pupil with ALN, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their ALN.

We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

Rewards

A very important and effective reward is teacher praise and to be effective this must be seen to be handed out often, fairly and with justification. It is vital that the positive aspects of praise and reward should be emphasised and that there should be a range of rewards accessible to pupils of all abilities for demonstrating good behaviour as well as academic achievement.

This praise can be furthered by children being awarded House Points, Commendations or, in the case of exceptional work (for the child concerned) a Principle's Commendation.

Displaying pupils' work increases their self-esteem and confidence which tends to further success. It is therefore the job of all staff to ensure that classroom and corridor displays are regularly changed and updated reflecting the work of pupils across the entire age and ability range, as an active encouragement to pupils.

Sanctions

Punishments should make the distinction between minor and more serious misbehaviour clear to pupils and should be fairly and consistently applied. Reprimands should be sparingly and consistently applied. We should try to separate the behaviour from the child and criticise the behaviour and not the person (i.e. it is the behaviour that is silly or inappropriate, not the pupil).

Poor behaviour that occurs outside of school hours and premises, that is judged to be harmful to our pupils, or the wider community, will be dealt with in accordance with this policy. This may include, but not exclusively; the use of illegal substances, acts of bullying, online behaviour, the sending and sharing of illicit images, and harmful sexual behaviour.

We may ask a pupil to sit with a senior member of staff in response to serious or persistent breaches of this policy. In exceptional circumstances, pupils may be sent to a member of the SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Below is a summary of sanctions linked to the pupil's action. These are examples and judgement is always required to ensure the sanction is relevant, appropriate and designed to support the pupil in making the right choices in the future. Pastoral Leaders, Faculty Leaders and SLT members will support staff in guiding, modelling and demonstrating a unified consistency to our pupils. Wherever possible, they will not deal with a behaviour issue in isolation without the inclusion of the teacher(s) involved.

11.1 Prep School Summary of Rewards and Sanctions

Reception pupils are awarded stickers as an instant reward for good choices

Reception



All children start here each morning and afternoon



Warning - Thinking Time



Consequence – Time out - adult to discuss behaviour

Rewards and Sanctions Framework: KS1 and KS2

A1	Star (1 House point) - meeting all expectations	
	• Helpfulness • Good work • Good manners	• 1 House Point Awarded • Logged on iSAMS
A2	Commendation (5 House Points)	
	• Excellent work (sustained effort) • Acts of kindness • Support of School (e.g. Open Day, Man of Match) • Sportsmanship	• 5 House Points awarded • Sticker awarded • Positive email / postcard / note to parents/guardians • Logged on iSAMS

A3	Principal's Commendation (10 House Points)	
	• Outstanding work • Outstanding leadership • Outstanding positive initiative • Outstanding independent work • Consistently going above and beyond	• 10 house points awarded • Principal sends a letter Home • Gold extra special sticker • Logged on iSAMS
CO	Warning	
	Minor first-time infringement	• Visual/Verbal warning • This is NOT logged on iSAMS
C1	Thinking Time	
	• For continued minor discretion(s)	• Warned and given thinking time • May be moved to another seat • May be asked to reflect outside classroom for 1 minute • Logged on iSAMS
C2	Warning and Time out	
	• Poor behaviour • Repeated C2 infringement	• Detention with class teacher • Sent to another member of staff (usually key stage leader) • Return to class and apologise in a sensible manner • Logged on iSAMS
C3	Consequence	
	• Repeated C3 infringement • Disruptive behaviour • Repetition of above • Provocation • Poor language (swearing towards another pupil) • Repeated unkindness after warning from staff • Non-completion of prep on two occasions.	• Sent to Key Stage Leader • Detention with Key Stage Leader • Logged on iSAMS • Class teacher and Key Stage Leader may meet with parents/guardians

KS1 and KS2 Further Key Stage Leader sanctions

C4 SLT DETENTION/ LETTER HOME

- Continued poor behaviour after C3 given
- Gross unkind behaviour.
- Dangerous behaviour on bus
- Repeated non-completion of prep even after attending homework club.
- Rudeness to staff
- Refusing to carry out a reasonable request from a member of staff

Key Stage Leader/Class Teacher and member of SLT will meet with parents

C5 INTERNAL EXCLUSION/SUSPENSION

- Repeated disruptive behaviour
- Repeated refusal to carry out a reasonable request from a member of staff
- Bullying
- Theft
- Physical force towards another pupil - intention to harm
- Repeated C4 infringement

Key Stage Leader/Class Teacher and member of SLT will meet with parents

11.2 Senior School Summary of Rewards and Sanctions

Rewards and Sanctions Framework: KS3, 4 and 5

	Rewards	
A1	Merit (1 House Point)	
	• Excellent work • Excellent effort • Helpfulness • 100% weekly attendance • House activity points • Well-presented uniform	• Teacher/tutor/member of staff enters directly into iSAMS and planner (if applicable) • Weekly tutor check of house points (using iSAMS) • Merits shown on iSAMS Parent Portal
A2	Commendation (5 House Points)	
	• Outstanding work • Outstanding / sustained effort • Outstanding Sportsmanship • Acts of random kindness • 100% attendance per half term	• Teacher/tutor/member of staff enters directly into iSAMS and planner (if applicable) • Weekly tutor check of house points (using iSAMS) • Positive email/letter/note sent to parents/guardians • Commendations shown on iSAMS Parent Portal

A3	Principal's Commendation (10 House Points) awarded each term	
	Awarded in 3 areas: Academic/Citizenship/Extra-Curricular every half term • Consistent academic excellence • Significant pastoral contribution • Outstanding achievement in extra-curricular arena • 100% attendance per term	• Tutor/Pastoral Lead enters directly into iSAMS and planner (if applicable) • Certificate awarded in Assembly/End of term celebration • Parental letter home from the Principal
Reward reinforcements		
Houses and Tutor Groups		
• Pupil rewards, behaviour points, general House points and tutor group attendance points added up to produce a weekly House League table that is shared in Assembly • Half termly prize for tutor group with most house points (announced in Assembly) • Overall tutor group winner – prize and cup awarded during end of Year Assembly • House Champion announced, prize and cup awarded – End of Year Assembly / Speech Day • Winner's colours on Cup and in prominent place throughout the school year		
Individual		
All individual pupil points are counted within the Inter House League table, these will be used to determine the following: Each half term, top 5 pupils (house points) 'a prize money can't buy' (e.g. straight to front of lunch queue for the next half term) The top performing pupils (House Points) will be eligible for a Rewards trip at the end of the Academic year Overall winning pupil for each year group awarded a prize on Speech Day 100% attendance certificates in Assembly every half term and entered into a prize draw Special certificate to 100% attenders for full year whose names will be entered into a prize draw		

	Sanctions	
CO	Warning	
	Minor first-time infringement • iPad not charged • Incomplete or late homework	• Visual/Verbal warning • This is NOT logged on iSAMS
C1	Logged on iSAMS	
	First time infringement for: • Poor attitude • Poor effort • Poor communication (e.g. failing to ask to be excused from lesson), last minute communication regards difficulty with/incomplete homework • Lack of equipment • Mobile Phone Infringement • Uniform infringement • Homework not completed (no communication/unsatisfactory communication) • Lack of focus • Breaking the uniform code • Repeated CO misdemeanour	• Pupil spoken to (ensuring that pupil can arrive at next lesson on time) • Logged on iSAMS • Tutor discusses the behaviour with the pupil
C2	Teacher Detention (Up to 20 minutes)	
	Misdemeanour: • E.g. Unsatisfactory or anti-social behaviour in class or around the school. • Ignoring instructions; poor language. • lateness to class • Repeated infringement from C1	• Break/lunchtime detention • Teacher logs on iSAMS • Tutor discusses the behaviour with the pupil • Pastoral Leader informed by tutor
C3	Tutor Detention/Faculty Detention (Up to 30 minutes)	
	• Repeated misdemeanours from C2 Tutor detention: across several subjects Faculty detention: one subject within a faculty	• Break or lunchtime detention; litter picking duty; lunch duty clear up • Teacher logs on iSAMS • Pastoral Leader and parent/guardian informed • Faculty/Tutor Report Card issued

C4	Pastoral Leader Detention (40 minutes)	
	• Repeated bad behaviour during lessons • Anti-social behaviour • Persistent lateness • Repeated C3 misdemeanours • Poor behaviour on school bus	• Detained for 40 minutes Pastoral Leader • Recorded on iSAMS • Pastoral Leader contacts parent/guardian • Pastoral Leader Report Card issued
C5	SLT Detention (1 hour after school)	
	Repeated C4 behaviour Missing target on Pastoral Leader Report Plagiarism Gross unkindness Truancing	• Detained for 60 minutes after school with Vice Principal • Recorded on iSAMS • Pastoral Leader contacts parent/guardian • Vice Principal Report Card issued
C6	Repeated C5 behaviour and serious offences such as aggression/intimidation, theft, smoking/vaping, possession of alcohol/drugs, physical violence, persistent or exceptional act of bullying, racism, homophobia, sexual misconduct, inappropriate sexualised language, sexual harassment and repeats of Level 5 behaviour, will incur an internal suspension* or external fixed term exclusion from school and, in more serious cases, may lead to permanent exclusion.	

*Internal suspension will be situated outside the Principal's office. The pupil will be supplied with relevant work for each of their lessons missed to ensure that they keep up with the work to enable a smooth transition back into class.

Example letters to parents about pupil behaviour (for pastoral leaders and faculty leaders)

The example letters cover the following scenarios:

Letter 1 – Asks the parent to discuss the challenging behaviour with their child

Letter 2 – Asks the parent to discuss their child's behaviour with the teacher

Letter 3 – Invites the parent to discuss their child's behaviour with additional members of staff (such as the Principal and Special Educational Needs Co-Ordinator)

Letter 4 – Informs the parent that their child has been given a detention

Letter 1

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour does not adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Teacher name: _____

Teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Letter 2

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Teacher name: _____

Teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Letter 3

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the Principal, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Teacher name: _____

Teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Example detention letter

Dear parent,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____