



Policy 9A - Behaviour including Rewards and Sanctions including EYFS

(Review annually from 2015)

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Introduction

This policy covers the whole School.

School Ethos

Barrow Hills is a small, happy school based on Christian principles with a family centred ethos. We are proud to offer the best of a traditional education, based on time-honoured values such as respect and courtesy.

We seek to inspire a love of learning and to encourage all to fulfil their aspirations and potential within an atmosphere of mutual respect and compassion.

We encourage a strong sense of all belonging to one family; in the school, in the community and in the wider world.

Aims

The aims of this policy are:

- to promote good behaviour;
- to ensure, so far as possible, that every pupil in this School is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the school community;
- to enable the Head and the SMT to carry out their responsibilities of maintaining order and good discipline in the School;
- to authorise the School Behaviour Protocol, the School Rules and any procedures necessary for implementing them.

Responsibilities

All staff are expected to encourage good behaviour and respect for others and to apply rewards and sanctions fairly and consistently.

Standards of Behaviour

The expected standards of behaviour are

- mutual consideration, respect and courtesy between all members of the community; a sense of responsibility in all pupils for their own conduct and learning;
- respect by pupils for the instructions that they are given by members of staff;
- respect for the property of individuals and the School;
- and support for the safe and effective running of the School.

Rewards and Sanctions

All rewards and sanctions must be applied fairly and consistently.

Rewards

Barrow Hills operates a common policy of rewarding good behaviour and achievement. We promote good behaviour and achievement by:

- recognising it
- acknowledging it privately and publicly
- rewarding it

Pre Prep Rewards

Throughout Pre Prep there will be three stages in the process of rewards.

Level 1 - Given by the class teacher or assistant or other member of staff

- Verbal praise for good behaviour and good work as and whenever it occurs;
- Follow up instructions by praising pupils who did as they were told;
- Nursery and Kindy children to collect personalised stickers from staff as and when appropriate;
- Class record/chart from Reception-Year 2 so that the children can collect individual smiley faces /stars for good behaviour and excellent work;
- Each Year 2 class collect 'Golden minutes' if whole class have worked well and behaved appropriately during the week. These are then converted to Class 'Golden Time'.

Level 2 - Given by Head of Pre-Prep

- Nursery, Kindy and Reception children collect 10 personalised stickers and can then collect a Special Award Sticker from Head of Pre-Prep in Birthday Assembly;
- Once a child in either Year 1 or Year 2 has collected 10 smiley faces/stars on the chart they can collect a special award sticker from Head of Pre-Prep in Birthday Assembly. This can then be recorded and they can start to collect 10 smiley faces/stars again;
- Members of staff may recommend a child for a Special Commendation for Good Manners, Good Behaviour or exceptional work. These are given out in Birthday Assembly.

Level 3 - Given by Head

- A Reception child will receive a Pre-Prep pencil or ruler in Friday Assembly after they have collected 3 Special Award stickers from the Head of Pre-Prep;
- After a child in either Year 1 or Year 2 has collected 3 Special Award stickers they will be awarded a Bronze, Silver or Gold badge by the Head in Friday's School Assembly.

Stage 3- Given by Head of Pre-Prep

When a Nursery or Kindy child has collected 3 Special Award Stickers they will be given a special pencil by the Head of Pre-Prep.

Year 3 - 6 Rewards

Level 1 – Credits

Regular good behaviour and politeness, and one-off examples of extremely helpful or polite behaviour result in being awarded one credit.

Credits can be given by any adult employed by the School and they should record the Credit on the portal.

Examples of what credits should be given for:

- Demonstrating **responsibility** i.e. taking a tour, completing a job for a member of staff, helpfulness;
- Demonstrating **compassion** i.e. a specific act of kindness, looking after a child on a taster day, helping with a charity event;
- Demonstrating **generosity** i.e. giving up their time for another person;

- Demonstrating **bravery** i.e. leaving their comfort zone or being brave and taking a risk;
- Demonstrating **independence** i.e. showing initiative with something without being asked.

Credits are not given for academic work but where a child has been particularly scholarly, they may be awarded a credit for this. Where possible, children should be recognised for demonstrating a specific pupil profile.

Level 2 – Badges

In Years 3 to 8;

- 30 credits earn a Bronze badge
- 60 credits earn a Silver badge
- 90 credits earn a Gold badge
- 120 credits earn a Platinum badge

These badges are presented by the Head in Friday assembly.

The child with the most credits is awarded a cup at Prize Day in the summer term

Year 7 - 8 Rewards

Pupils in Upper Prep strive to achieve a complete set of pupil profile credits (three times) to gain a 'profile award'

There are three levels of award:

Profile Level 1 - Congratulatory 'Profile' card from Headmaster sent home via post (also recognised in assembly)

Profile Level 2 - Profile Badge (pin badge for lapel) and a congratulatory card from Headmaster sent home via post. (also recognised in assembly)

Profile Level 3 - Voucher £10 and a congratulatory card from Headmaster sent home via post. (also recognised in assembly)

Green Commendations (Head's Commendations)

Children may earn a Green Commendation for an exceptional effort, piece of work or project. This work must be presented to the Head who should confirm a commendation will be awarded in assembly. This achieves 3 points for the relevant house-

Expectations

If a child's behaviour falls below the expected standards of behaviour sanctions should be imposed:

Pre Prep Sanctions

Unacceptable behaviour should be responded to as follows;

Level 1 - Unacceptable behaviour

Dealt with by staff witnessing behaviour and reporting back to Class Teachers as appropriate. Warnings given, then if necessary, sad face on chart for Reception, losing 'Golden Minutes' in Year 1 or Year 2.

Level 2 - Continued unacceptable behaviour for more than one week

Child seen by Head of Department

Behaviour Chart issued so that each day is broken up into chunks and the child has to collect smiley faces. Monitored on a daily basis by Class Teacher for hopefully no longer than a week, but for as long as staff feel it is necessary. Parents informed.

Level 3 - Continual unacceptable behaviour

Parents meet with Head of Department

Level 4 - Continued unacceptable behaviour

Parents meet with the Head of Department and Head.

If a serious form of unacceptable behaviour such as fighting or stealing occurs, then the child should be seen immediately by the Head of Department thus by-passing Level 1.

Prep Sanctions (Years 3 – 8)

Sanctions are given in response to behaviour which does not meet the expected standards, including poor or insufficient classwork and study which is incomplete, poor or not handed in.

Level 1 – Class Teacher and Form Teacher

Verbal Warnings and Cautions

- When a child's behaviour does not meet expectations - a verbal warning;
- If the behaviour is repeated within the lesson or activity – the verbal warning repeated with warning that a caution will be given;
- If the behaviour is repeated within the lesson or activity - caution given and recorded on Engage.

Level 2 – Head of Department

Three cautions received by a pupil in a half of term or for a more serious offence

- A lunchtime detention;
- If a pupil's behaviour does not improve - on report to Head of Department.

The aim of being on report is to help the pupil break a negative habit and establish a new, positive habit.

Parents will be informed

Level 3 – Deputy Head

A pupil's behaviour does not improve as a result of action at Level 2 or a serious failure to meet expectations or a serious breach of school rules

- Senior Staff detention – after school;
- An internal exclusion.

Parents will be involved. A SMART target for improvement.

Level 4 – Head

A pupil's behaviour does not improve as a result of action at Level 3 or a serious breach of school rules, which endangers others or risks damaging the reputation of the school

- Longer term exclusion;
- Removal from the school.

More Serious Issues

The following examples are regarded as more serious issues:

- Bullying (see Anti-bullying and Cyber Bullying policy);
- Rudeness to any member of staff;
- Lying;
- Deliberate damage to school property or that of other people;
- Stealing;
- Fighting;
- Deliberately hurting others;
- Bringing inappropriate materials or items into school.;
- Sexual remarks or actions towards others;
- Discriminatory remarks or actions towards others;
- Failure to adhere to the E-policy or Acceptable Use of ICT Policy including Responsible Internet Use Statement.

Additional Sanctions

The following additional sanctions may be used in the school in appropriate cases:

- carrying out useful tasks to help the school;
- loss of free time in school hours, e.g. at lunchtime;
- withdrawal of privileges at break or lunchtime;
- withholding participation in school events which are not essential to the curriculum;
- daily check of IT use – email and internet;
- temporary and permanent exclusion.

Exclusions

Only the Head can exclude a child.

Children may be excluded for one or more fixed periods or permanently.

Fixed Periods

For serious breaches of the school's behaviour/discipline policies, children can be excluded for one or more fixed term periods.

A decision to exclude a child permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a child or member of staff;
- sexual abuse or assault;
- supplying an illegal substance;
- carrying an offensive weapon;
- malicious allegation against staff by a pupil.

Inappropriate Exclusion

The school does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline;
- poor academic performance;
- truancy or lateness; and
- non-compliance with uniform regulations.

Parental Co-operation

Parental co-operation forms part of the contract between the school and all parents of children at the school. A refusal to abide by the terms of exclusion may be considered a breach of contract.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the school. A hearing will be set up as quickly as possible, but within 10 working days at the latest.

Continuing Education

The School will continue to provide education for a child who remains on roll and in the case of an exclusion of more than 15 days, the school will consider:

- how the child's education will continue;
- how his/her problems might be addressed in the interim; and
- reintegration post-exclusion.

Corporal Punishment and Restraint

In accordance with the law there is no corporal punishment allowed by the school, nor is corporal punishment threatened. However, if authorised by the Head, a teacher, or other member of staff, may use 'reasonable force' to **prevent** a child from:

- committing a serious offence;
- causing personal injury or damage (including to themselves); and
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Head has authorised all teaching staff and support staff to use reasonable force in the above circumstances.

Parents will be informed of any use of reasonable force on the same day or as soon as reasonably practical.

Behaviour Support Systems

The Barrow Hills Pupil Profile (see appendix A) supports pupils' good behaviour and the qualities it contains are explained and exemplified in assemblies, form activities and PSHE lessons. (See PSHE Policy)

Report cards, home/school books and regular meetings between the child and a member of staff who acts in a coaching role are other examples of support for good behaviour.

If a child has behaviour as a special need, then the child will have a Provision Map and expectations will be set accordingly. (See Learning Support Policy).

Involvement of Parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Head of Department.

Parents are encouraged to support good behaviour and positive habits in their children.

Involvement of Staff

The working of the school's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with children in form time.

Staff will also be called upon from time to time to identify problems that may be behind any difficult behaviour, and to suggest possible courses of action.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Appendix A - Behaviour, including Rewards and Sanctions including EYFS

Dealing with Serious Behaviour Incidents

From time to time there may be a serious behaviour incident, such as those listed on page 7 of this policy, under the heading More Serious Incidents.

These incidents are understandably upsetting for the child or children affected by the behaviour and for their friends. It is important that staff dealing with the incident do so in a calm and methodical way.

This guidance is intended to support staff in this process. The guidance applies in school and on school trips and visits, including sports fixtures.

A. Immediate Actions

1. When a member of staff becomes aware of a serious behaviour issue they should initially focus on the child or children affected, comfort and reassure them.
2. To do this it will usually be necessary to involve another member of staff to support them by either dealing with the affected child/children or looking after other children who witnessed/are aware of the incident.
3. As soon as practically possible, a senior member of staff should be informed and she/he may then take the lead in the actions that follow.
4. If as a result of the incident any child is hurt, they should be seen by a first aider.

B. Statements

1. As soon as they are able, ask the child/children to write a statement of what happened. Be aware that some children will react to a serious incident by not wanting to talk about it in the hope that it will 'go away'.
2. At the same time, but separately, the second member of staff should ask the alleged perpetrator(s) to write their statement(s).
3. Any child/children who witnessed the incident should write their statement(s).
4. Where the incident involved the use of prejudice based language or swearing the children may be reluctant to write this down. They should be encouraged and told it is perfectly acceptable to report the exact language used.
5. As far as practically possible, the children should not communicate with each other before they have written/made their statements.
6. If the children are not able to write or are too young to do so, the member of staff should write down, verbatim as far as possible, the oral statements.

C. Investigation

1. No questioning should take place until the statements have been written and reviewed.
2. The member of staff taking the lead should review the statements and plan who to speak to, in which order and what to ask.
3. This plan should then be followed and notes made of what was said.

4. It may be necessary, to clarify the order or nature of events, to speak to some children more than once.

D. Sanctions

1. The decision regarding who is sanctioned and the nature of that sanction will be made by the Head or the Deputy Head.
2. Statements and the investigation may not result in a clear outcome. In this situation the decision regarding sanctions will be made on the balance of probability, based on any corroboration and knowledge of the children involved.
3. The sanction and the reasoning that supports it will be recorded in writing.

The statements, investigation notes and sanction record will be filed as part of the school's sanction log.