



DULWICH PREP LONDON
Values & Academic Excellence since 1885

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

This is a whole school policy that applies to all sections of the School, including Early Years



Persons responsible for this policy:

Head Master

Designated Safeguarding Lead

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BEHAVIOUR, REWARDS AND SANCTIONS POLICY

This Behaviour, Rewards and Sanctions Policy has regard to the non-statutory advice issued by the Department for Education.

This policy should be read in conjunction with the whole school Anti-Bullying and Safeguarding (Child Protection) policies.

The following documentation should also be read in conjunction with this policy:

- Golden Values - EYFS (Be gentle, Listen, Be kind and helpful, Look after property, Be honest, Value everyone).
- Pupil Code of Conduct for Pre-Prep, Lower School, Middle School and Upper School and the Rewards and Sanctions Procedures (Appendices 2-4).

I. WHOLE SCHOOL EXPECTATIONS

At Dulwich Prep London, we encourage pupils to adopt the highest standards of behaviour (both inside and outside the classroom as well as outside the School) in the interests of maintaining pupil safety and wellbeing. All pupils are expected to develop sound moral standards and to respect the ethos and values of the School. By having high standards of behaviour, we seek to create productive, respectful relationships and a secure learning environment as a means of supporting intellectually curious pupils.

The School Values are an integral part of daily life and our identity. **Justice, Honesty, Humility, Love, Gratitude, Self-Discipline, Service** and **Courage** are taught alongside the curriculum and we use every opportunity throughout the school day to help the children to think about what they mean and represent.

Staff will always consider the context and motive of a pupil's inappropriate behaviour and consider whether it raises any concerns for the welfare of the pupil, understanding that in many instances, the behaviour is merely a symptom of an underlying cause.

If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding (Child Protection) Policy and discuss their concerns with the School's Designated Safeguarding Lead without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

2. OUR VALUES

<p>Humility Recognising the contribution of others and being proud of their success are crucial life lessons to learn and ones we try to teach from a young age.</p>		<p>Love From the very outset of the journey, we teach our boys the value of love, in the form of kindness and gentleness.</p>	
<p>Honesty Honesty is a value children understand from a very young age and one we know they will carry with them on their journey through life. It is having the integrity to look others in the eye and the confidence to look inwardly at themselves.</p>		<p>Justice Our pupils learn to reason with each other, explain, question and discuss moral outcomes and differences of opinion. In the Early Years, this is as simple as learning to share and as boys progress through school their minds are opened to issues in the wider world, such as inequality and discrimination.</p>	
<p>Service At every stage, we encourage our boys to look out at the world beyond them – working for the benefit of the younger boys in other sections of the School, finding ways to get involved in our local community and sharing their experience, knowledge and good fortune with others.</p>		<p>Self-discipline Organisation, self-control, patience, listening... self-discipline means something different at every age as the boys move through the Prep and a healthy, active lifestyle is something we promote.</p>	
<p>Courage Courage takes many guises in the life of a young boy growing up. Facing a challenge, overcoming a fear, performing in public or handling disappointment. Courage is not innate, and we strive to teach our boys the need to be courageous.</p>		<p>Gratitude A sense of respect and an appreciation of everything we have and are able to do provides the boys with a deeper insight into their own lives and the lives of those around them.</p>	

As the boys move through school they develop a deep understanding of friendship, trust and respect, never forgetting the need for kind and considerate behaviour.

Our extensive co-curricular programme provides our boys with numerous and varied opportunities to build lifelong friendships, delight in their shared experiences and care for those around them.

3. COMMUNICATION WITH PUPILS

The Pupil Code of Conduct and the information contained in this policy are explained to pupils (including new pupils) in an age-appropriate manner through:

- Notices in classrooms and around the School;
- Year and Section assemblies;
- Class teacher or form tutor time;
- Life Skills lessons;
- Information in the Prep Register (often called a 'PR') which pupils, parents and tutors are expected to sign; and
- Information booklets e.g. E-Safety, Anti Bullying.

In Lower, Middle and Upper School, a set of statements about Respect are also used to communicate expectations:

- Respect for People;
- Respect for Teaching;
- Respect for Learning; and
- Respect for Property.

4. INVOLVEMENT AND COMMUNICATION WITH PARENTS

Parents who accept a place for their child at Dulwich Prep London undertake to uphold the School's policies and regulations, including this policy, when they sign the Contract for Educational Services.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school under Clause 9 of the Contract for Educational Services. In particular, the School expects parents to support the School's Values in matters such as attendance and punctuality, behaviour and conduct, uniform and appearance and standards of work.

Important information about the Pupil Code of Conduct and rewards and sanctions for each Section are communicated to parents through the Section Handbooks, which are available on the School website. Heads of Section will also address these issues with parents in person at Parents' Information Evenings each September. A pupil's class teacher, Head of Year and Head of Section will maintain ongoing liaison with parents if they have any concerns about a child's behaviour (including where external support agencies may be involved). Parents are regularly informed of rewards and sanctions issued to their child, and the School will liaise closely with parents (wherever practical) in relation to behaviour management issues. Parents will be informed before any serious sanctions are given to their child.

5. COMMUNICATION WITH STAFF

The Pupil Code of Conduct and Behaviour, Rewards and Sanctions Policy are made available to all staff. They are discussed and reviewed regularly.

6. EQUALITY AND INDIVIDUAL NEED

The School has legal obligations under the Equality Act 2010 to ensure that no members of our school

community are discriminated against. The Behaviour, Rewards and Sanctions Policy should be applied equally to all children without discrimination. The School takes its obligations under the Equality Act seriously and makes appropriate reasonable adjustments for those pupils with special educational needs and disabilities (**SEND**). Please refer to the School's Special Educational Needs and Disability Policy.

7. SUPPORTING PUPILS AND MANAGING BEHAVIOUR

The School expects pupils to treat everyone, including all members of staff, with courtesy and cooperation so that they can learn in a relaxed and orderly atmosphere, and respond positively to the opportunities and demands of school life. Pupils are expected to uphold the School Values, including the Pupil Code of Conduct.

The behaviour of individual pupils is rewarded and sanctioned by all staff and monitored by class teachers and tutors. Heads of Year will support staff in this role and provide additional rewards and sanctions as appropriate. Heads of Section oversee the behaviour of the children in each Section of the School and the Head Master monitors the overall behaviour patterns in the School.

It is hoped that pupils will respond to the School's positive encouragement and rewards. Where pupils need support to improve their behaviour, the School will adopt a range of strategies, which could include:

- Individual reward or sticker charts, with targets for school and home;
- Strategies to prevent poor behaviour escalating – a 'time out' or 'safe place' strategy;
- Support cards which give staff the opportunity to comment and feedback on a child's behaviour around school; or
- Mentoring by a member of staff.

8. PUPIL RESET

Some pupils may benefit from the opportunity to 'reset' their behaviour during a lesson or activity in order to get back on track and regain focus. There are a number of identified strategies for individual pupils that could be used to support the child prior to and during behaviour escalation.

Click and Collect is an internal system allowing a member of staff to email a group of senior staff who could be available to collect a pupil. When the click and collect email is acknowledged and the pupil removed, this can allow the member of staff to reset the learning and provide the individual pupil time to refocus before returning to class. We do not remove pupils from lessons or activities for inappropriate behaviour and leave them unsupervised.

9. MANAGING TRANSITIONS

Transitions can be challenging, and provoke uncharacteristic behaviour. When pupils move between different Sections of the School they are prepared for the transition by their existing class teachers and given time in their new classrooms. In some individual cases, more detailed tours or taster sessions are used. Members of staff from consecutive Sections use handover meetings to ensure that information to support behaviour is shared from one Section to another.

When pupils join or leave the School, we work with families and the relevant setting to ensure the child transitions confidently and that their behavioural needs are met.

10. BEHAVIOUR OUTSIDE OF SCHOOL

On occasion, the School may apply the provisions of this policy to inappropriate behaviour, including serious misconduct, that occurs whilst pupils are outside the School or online, including use of social media, and:

- Taking part in any activity organised by the School, or related to the School;
- Travelling to or from school;
- Wearing school uniform; or
- In some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the behaviour.

Behaviour that demonstrates our School Values beyond our school community is expected.

11. SHARING OF NUDE AND SEMI-NUDE IMAGES

Sharing of nude and semi-nude images is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. Creating and sharing sexual photos and videos of under-18s is illegal. Cases of youth produced sexual imagery are taken very seriously and investigated in accordance with our Safeguarding (Child Protection) Policy. The outcome will determine the appropriateness and seriousness of any resulting sanction.

12. UNEXPLAINED ABSENCES

Pupils will not be sanctioned for unexplained absence, however, parents should refer to our Attendance Policy to understand the School's safeguarding responsibilities and the impact absence can have on pupil development and wellbeing.

13. EXTERNAL AGENCIES

Where pupils have ongoing difficulties with their behaviour the School may make a referral to external agencies, or advise parents on the best way to do so. This may include accessing Local Authority Early Help Services and/or the use of behavioural specialists or counsellors. The School's counselling provision helps support individual children and parents, as well as advising teachers about the best way to deal with behaviour that may have an underlying cause.

14. REWARDS AND SANCTIONS

Full details of our rewards and sanctions, pertinent to age, are outlined in the Appendices below.

Sanctions will escalate according to the severity of the concern as outlined in the procedures for each section.

15. SERIOUS SANCTIONS

The School administers all serious sanctions fairly, reasonably and proportionately after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve

any form of unlawful or degrading activity.

Corporal punishment is illegal and is never used or threatened at our school.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings as outlined in Section relevant appendices. All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

In applying serious sanctions, the School undertakes to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a disadvantage, in accordance with the School's obligations under the Equality Act 2010.

The School is required to maintain a Serious Sanctions Register which is overseen by the Head Master. The entries include the pupil's name and year group, the nature and date of the offence and the sanction imposed. The School will analyse this Register periodically so that any patterns may be identified and addressed by the School.

Where a serious sanction is the potential outcome of the inappropriate behaviour, a statement from every child involved will be taken by a member of staff so that we have a clear record for reference.

Some Senior schools may request information regarding Serious Sanctions as part of the transition document

A. SUSPENSION (INTERNAL AND EXTERNAL)

The Head Master has the contractual authority to suspend a pupil from school; either as a sanction in its own right, or as a result of a number of incidents which may or may not have already resulted in other less serious sanctions.

Suspension can be categorised in 2 ways: internal or external. In both circumstances, educational materials will be provided to ensure the child maintains pace with their peers in their core subjects. They will also be expected to complete activities that reflect on the School Values that they have not upheld. Should a suspension occur, fees will not be refunded.

- Internal suspension is limited to a certain number of days in school, a specific event, extended free time (e.g. a series of breaks or lunchtimes), a school visit, a match or performance. Where pupils are not allowed to attend lessons or break time activities they will be supervised by a member of staff and undertake reflective activities.
- External suspension will be a period of time spent at home starting with a minimum of 2 days out of school or a longer period that the School may deem appropriate. Work will be set that covers class based learning and opportunities for reflection on the incident.

A pupil may be suspended for:

Bringing the School into disrepute – public fighting or poor behaviour in uniform, posting inappropriate material on social media	Bullying (e.g. online, racial, homophobic, sexual)
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Discriminatory behaviour, including racist or misogynistic behaviour	Smoking/vaping/drinking/drug taking on school premises/in school uniform
Disrespect shown to a member of staff or a member of the public	Computer misuse e.g. misuse of email, iPad, mobile phone or other devices, breaking school acceptable use contract
Vandalism (e.g. writing on walls, damaging school property)	Stealing
Physical violence	Escalation of multiple low-level sanctions

This list is not exhaustive and any other behaviour deemed inappropriate could also result in a suspension.

B. EXCLUSION

The Head Master has the authority to permanently exclude pupils from school. This may include where the Head Master decides to exclude a pupil, or to require him or her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective.

The following behaviours may result in exclusion:

Serious misconduct e.g. supply or possession of drugs, alcohol, distributing pornographic images	Repeated stealing or blackmail
Persistent disruptive behaviour / escalation of previous serious sanctions	Possession or use of a weapon
Repeated physical violence	Repeated discriminatory behaviour, including racist or sexist behaviour
Persistent / repeated bullying e.g. online, racial, homophobic, sexual	Repeated vandalism
Misconduct of a sexual nature	Unfounded malicious accusation against staff
Serious computer misuse	Persistent disrespect shown to a member of staff or public

This list is not exhaustive and any other behaviour deemed inappropriate by the Head Master could also result in an exclusion.

When judging whether to suspend a pupil for a fixed period or exclude a pupil permanently the Head Master will take into account all of the circumstances of the case. This includes the nature and seriousness of the offence and its impact on others within the School community as well as the extent of disregard for the School Values.

Some of the most serious behaviour, including criminal behaviour, may require the School to report pupils to the police.

16. USE OF REASONABLE FORCE

The School reserves the right for staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

Any other member of the School staff may use reasonable force in accordance with common law where they need to protect themselves, or others.

The minimum amount of force necessary will be used, depending on the circumstances of the case and school staff will always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring a pupil. The decision about whether or not to intervene physically is down to the professional judgment of the staff member concerned.

When reaching a judgement as to whether the use of physical restraint is appropriate, consideration must be given to:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

If a member of staff is aware a pupil is likely to behave in a way that may require physical control or restraint, it is important that a risk assessment is undertaken and a planned strategy of response is in place. Key staff within each section are trained to advise, assess and implement safer handling techniques. These staff are then made known to the school staff.

Where force has been used, the member of staff will immediately inform their Head of Section and the Head Master. The matter will be recorded as soon as possible after the incident has occurred and it is safe to do so. Any allegations of inappropriate use of force will be investigated as outlined in the School's Safeguarding (Child Protection) Policy.

We will inform a parent when it has been necessary to use physical restraint on their child, and may invite them to the School, so that we can, if necessary, agree on a plan for managing their child's behaviour. This may include appropriate use of rewards and sanctions.

17. SEARCHING

If behaviour leads to cause for concern, the School reserves the right to search pupils and their possessions. The School has a Searching Pupils Policy which is available upon request.

18. CONFISCATION

A member of staff may retain any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence.

An item may also be confiscated until the end of the day if it is causing disruption to learning and a sanction may be imposed.

Where a search identifies alcohol, tobacco, cigarettes or fireworks, they may be retained, returned to the parents of the pupil, or disposed of by a member of staff. They will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable. Substances that are not believed to be controlled drugs but that are believed to be harmful or detrimental to good order or discipline may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police unless there is a good reason to return directly to the rightful owner.

Where a search identifies an item banned under the School rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

19. ELECTRONIC DEVICES

Where an electronic device that is prohibited by the School rules is found, or where the member of staff undertaking a search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so.

Parental consent to search through the electronic devices is not required.

If the member of staff determines that the device does not contain any evidence in relation to an offence, the School will return the item upon completion of the relevant investigation and at the end of a school day.

If evidence is found and there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, the device may be given to the Police without delay.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding (Child Protection) Policy.

20. MALICIOUS ACCUSATIONS

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the School's Safeguarding (Child Protection) Policy, with regard to the Department for Education's statutory guidance which applies from September 2023, 'Keeping Children Safe in Education 2023'.

Where children are found to have made malicious allegations (including against staff, other children or individuals), the School reserves the right to take disciplinary action against the pupil. The sanctions applied will be as deemed appropriate by the Head Master and the Senior Leadership Team, including temporary or permanent exclusion from school.

Parents should be aware that malicious allegations of abuse against staff (or indeed other pupils) may also result in the incidents being referred to the Police, where appropriate to do so.

21. COMPLAINTS

Parents, in accordance with the Contract for Educational Services, should fully support the operation of this policy.

Any concerns regarding the use of the policy will be managed sensitively and efficiently.

For clarity, the School's Complaints Policy is on our website and we will provide copies to parents on request.

22. MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy and monitor its effectiveness.

APPENDIX I: EARLY YEARS

REWARDS AND SANCTIONS PROCEDURES

In the Early Years we believe that children flourish best when their personal, social and emotional needs are met and where there are clear, developmentally appropriate expectations for their behaviour. The Early Years department provides a warm, safe, caring and supportive environment in which the children's well-being and happiness is our number one priority. We recognise that each child's sense of security, belonging and being valued is paramount to their success. Staff use positive, pro-active strategies to promote good behaviour and model appropriate behaviour by treating children, parents/carers and each other with friendliness, care, courtesy and respect. We support children's self-esteem and confidence and feelings of competence and success. Children are taught to behave in socially acceptable ways, to take responsibility for actions and to understand the needs and rights of others.

1. BACKGROUND INFORMATION

- The **Head of Early Years** has responsibility for behaviour management and in conjunction with the **PSED co-ordinator**, the delivery of the curriculum for Personal, Social and Emotional Development. The **PSED curriculum** is regularly reviewed.
- The Behaviour Procedures apply to the **normal school day** and to **Rainbow Club**. **Corporal punishment** is not administered. Staff are sensitive to the wide variety of **cultural and religious backgrounds** which children may experience outside school.
- Our **key worker** system (class teachers and early years practitioners) enables strong links with children, parents and carers. Staff will ensure that the Golden Values are applied consistently so that the children know what to expect. However, there is some discretion in the way good behaviour is rewarded and inappropriate behaviour is sanctioned as staff take into account a child's age and stage of development. Individual classes may also have different forms of sticker charts and traffic light systems.

2. GENERAL PROCEDURES

- We recognise the importance of the settling in period at the beginning of the academic year when we set boundaries and support the children in understanding them. In Autumn 1 our priority is to have an emphasis on PSED and embed learning through play facilitated by rich continuous provision.
- Curriculum planning for **PSED** which follows the **EYFS guidelines** including providing **activities and games** to develop children's **social and emotional development**.
- Following a set of **Golden Values** in the classroom / outside and during transition / lunchtime, playtime and Rainbow Club (see Code of Conduct). Each week the department focuses on a specific rule. Staff model positive behaviour and scaffold play to teach and reinforce the School's Golden Values. Through using the positive discipline of the Golden Values, we encourage children to think and act for themselves in a responsible way. Our poster of the Golden Values, in the form of a hand, is on display in every classroom. Parents are told about the Values in our curriculum workshops, they are given the poster and the Values are also stated in the parent handbook.

- We encourage children to use their words to express emotion rather than using physical actions. We teach children to recognise different emotions, initially to identify and name them and then to understand them (emotional literacy). An 'Emotional Gauge' with faces is used to recognise four key emotions: happy, okay, upset and angry.
- We tell children that they can use their 'Personal Power' to make their needs known and when they make choices.
- All classes give the children regular opportunities to learn about and discuss emotions, for example, after lunchtime play.
- Whole class 'Circle Times' are held to reinforce positive behaviour and address class specific issues.
- We have PSED themed story books which are used to help teach different topics.
- The Reception classes also use the concept of 'Random Acts of Kindness' to introduce the boys to various aspects of our Golden Values.
- We use behaviour management systems using interactive displays in the classrooms. We recognise that classes may modify the systems to meet the needs of their children. Within each class, all practitioners follow a consistent approach. As reflective practitioners, systems are discussed and modified as needed.
- In all classes, children start on the 'sunshine'. If they have demonstrated one of the Golden Values, they then move onto the 'Golden Values Hand'. If they continue to demonstrate our Golden Values they move up to our 'Pot of Gold' and receive a 'Pot of Gold Sticker'. Conversely, if a child is not following our Golden Values, they move to a 'thinking time' phase. If they continue to not follow our Golden Values, the child moves to 'Time Out' which is 1 minute per age and accompanied by an adult to help the child understand why they needed the time out.
- Children who have demonstrated an understanding of the Golden Values are given special certificates in our Celebration assemblies and in the classroom.
- Classes may plan yoga sessions e.g. at the end of the day, such as Cosmic Yoga.

3. CELEBRATING GOOD BEHAVIOUR

We recognise the Power of Praise is important for all children to feel proud, confident, capable, valued, motivated and happy. To achieve this, practitioners use inclusive actions and language. Feeling good helps our concentration. It is important that we do not show favouritism for individual children. We praise pupils for DOING (e.g. specific actions) and for BEING. We encourage our children to follow the Golden Values by:

- Noticing good behaviour and giving verbal praise as often as possible. We give specific feedback to children, giving details of their actions and Values. For example, 'Well done Freddie for giving the bike to Alex,' (praise for doing). 'You are kind and helpful,' (praise for being).
- Giving rewards or written praise on 'paper tasks' (e.g. stickers, stamps, drawing smiley faces

and stars, and writing single words, phrases or sentences and reading them out loud to the child).

- We recognise that effective rewards are: immediate, small but attainable, cumulative and on occasion surprising. Sometimes rewards are cooperative as this helps motivate children to work together as a team.
- Work celebrated on children's notice boards and displays.
- A special visit to the Head of Early Years.
- A celebration in assemblies with a certificate to go home
- Special certificates e.g. for 'Challenges'
- Collective / collaborative rewards to encourage all children to feel appreciated and to promote everyone working together as a team. Class teacher and Early Years practitioner agree how this will work for their class e.g. 'Star of the Day' and 'Golden Time'.

4. PROCEDURES FOR INAPPROPRIATE BEHAVIOUR

The staff endeavour to have a positive approach to behaviour management, based on praise and encouragement. We all make mistakes and it is important for us to learn from them. When communicating with the children we are aware the children take in: 55 % facial expression, 35% tone of voice and 10% of the words we say. Staff recognise the importance of empathy, finding out what lies behind behaviour by actively listening to the children (near child, eye contact etc.) and tuning into their feelings. We give children time to tell their story, asking questions such as, 'I wonder if ...' 'You sound ...' 'You seem ...' 'That sounds ...' 'That seems ...'

There are occasions when children need support to learn where the bounds of acceptable behaviour lie. Staff action depends on the nature and severity of the behaviour. Staff usually give children warnings when they behave inappropriately and explain the sanctions that will follow misbehaviour.

Staff are aware of the ABC in dealing with behaviour. A = antecedent (possible cause); B = actual behaviour; C = consequence.

Staff speak in a calm but firm voice with their tone of voice indicating to the child / children that their behaviour has been inappropriate. Staff stress that it is the inappropriate behaviour that is unacceptable, not the child and act in a caring, supportive and fair manner. Children are reminded that they are responsible for their own actions and are encouraged to make better choices in the future. Staff support the children to name and understand their emotions and seek adult support and use their words if a situation upsets them.

Staff may use a range of appropriate and fair 'sanctions' such as:

- An immediate reminder of the Golden Values and a clear explanation to the child as to why the behaviour was unacceptable.
- Encourage the child to apologise and to show that they mean it. The child could say, 'sorry' or draw a picture.

- Withdrawal of the child from the activity for a short period for calming down and thinking time. This is usually 1 minute for every year of their age. This is similar to 'click and collect' further up the School and the child will be withdrawn from the activity by either the Head of Section or Assistant Head of Section.
- Moving a child's photograph or name on the class behaviour chart.
- Visiting another class and / or talking with the Head of Year or Pastoral Teacher (PSED coordinator).
- On occasion the Head of Early Years or Assistant Head of Early Years may be involved.

Key workers and specialist staff make necessary records using iSAMS.

5. RECURRING INAPPROPRIATE BEHAVIOUR

When staff have identified a recurring pattern of inappropriate behaviour which is dangerous and/or negatively affecting the well-being of others (such as persistent lack of sharing or rough behaviour) they will contact the parents.

The key workers will use observation records to try to establish an understanding of the cause and triggers and will liaise with the Head of Section, Pastoral Teacher (PSED coordinator), Skills and Strategies Team and parents to decide what action needs to be taken to improve the child's behaviour.

The poster helps to reinforce the Golden Rules. A **sticker chart** with specific targets can be useful to promote partnership between the child, school and home or an **action plan** may be written with time scales and consequences.

Strategies for inappropriate behaviour including anger may include: teaching children to identify and talk about their emotions by referring to an emotion gauge, using a soft toy or other comfort, using a sand-timer, offering a drink of water, 3 slow breaths and count to 10, time out / cooling off in a quiet reflective place in the classroom, drawing a picture, physical exercise, yoga, kneading playdough, sticker charts with specific targets, extra adult support e.g. 1:1 with pastoral teacher, PSED groups.

A member of the Strategies and Skills team, Pastoral Teacher (PSED coordinator) and / or the Head of Section may do further **observations** and talk to the child. Key workers and specialist teachers make records on the child's behaviour. The School will maintain regular contact with the parents to monitor the situation. Depending on the nature of the issue, the School and parents may also seek advice from external **agencies**.

APPENDIX 2: PRE-PREP (YEARS 1 AND 2)

REWARDS AND SANCTIONS PROCEDURES

I. GUIDELINES FOR MANAGING BEHAVIOUR

The aim is a positive one of influencing and encouraging boys by example and by teaching. Good behaviour is highlighted although, of course, the reverse has to be dealt with individually, by class, year group or with the whole section. All misbehaviour will be dealt with as soon as practicable.

All members of staff enforce the rules for the general good beyond their own class or year group using the traffic light system. Most minor infringements and low-level misconduct are dealt with by the class teacher but on occasions, the Head of Year, Assistant Head of Section or Head of Section need to be involved and the parents should be contacted.

Any serious or persistent poor behaviour should be discussed at staff meetings and Year Group meetings, with our skills and strategies team, as well as with the child's parents and should be entered on to the School Management System. The Head Master may also be informed of any serious offences.

Serious offences may include:

Bullying	Disrespect to staff e.g. rudeness and bad language	Persistently disrupting lessons
Persistent disobedience	Physical violence	Stealing

There should be discussion amongst staff teaching a particular boy so all staff are involved in any practical programme to help the child. All serious behaviours should be discussed with the Head of Section before parents are invited in or contacted. The exception to this is a follow-up meeting or a quick word at collection time. If a child's behaviour is unacceptable or inappropriate we will talk to the individual child or children concerned. A short discussion is usually sufficient to rectify the problem. If unacceptable or inappropriate behaviour persists, the child will have time out and occasionally they will miss a specific treat. If inappropriate behaviour persists we work with parents towards developing appropriate strategies for reinforcing and sustaining successful behavioural patterns. As much as possible a 'Restorative Justice' process will be undertaken. This will involve both parties coming together, facilitated by the teachers, and communicating with one another to reach a conclusion and to learn from one's mistakes. Below are examples of the sanctions which may be employed.

2. SANCTIONS

There are few sanctions at this age but the following are sometimes used:

- Moving the child's name on the traffic light system.
- Marbles taken out of the jar.
- Talking to a child at break time so he misses some play.

- Setting achievable goals for an individual in class or in a particular lesson.
- Sending the child to talk to the Head of Section, Assistant Head of Section or Head of Year.
- Time out (in class or in the playground).
- Behaviour charts to gain stickers – usually in agreement with parents.
- Missing a playtime or part of playtime or Golden Time.
- Missing a particular lesson if appropriate.
- Writing a letter of apology.
- An extra strong drive to win the behaviour cup, class gaining stickers, marbles, ticks etc. each session.
- Sending the child to work with the Head of Section or Head of Year for a lesson.
- Missing a school trip for persistent physical aggression.
- Internal exclusion.
- External exclusion for a set period of time or permanently.

Examples of behaviours and appropriate sanctions:

Verbal Warning:

Calling out	Over exuberance
Silliness	Minor rudeness to peers

Sanction: No consequence, verbal warning given

Yellow/Orange on the traffic light system:

2x warnings	Hurtful/spiteful words to peers	
Aggressive nature towards others (not physical)	Accidentally hurting another child	Minor rudeness e.g. answering back or cheekiness to staff

Sanction: Miss 5 minutes of Golden Time, Time Out, Behaviour Chart-no sticker, marbles out of jar.

Red:

Purposefully hurting another child	Rudeness/aggression towards staff	Hurting a member of staff	Endangering staff and pupils
Purposefully damaging property	Swearing	Spitting	Stealing

Sanction:

Step 1: When a child is placed on Red, they are sent to the Head of Section or in their absence the Assistant Head of Section and the parents are informed and the child would be internally excluded from a playtime or lesson as appropriate.

Step 2: If any of these behaviours are persistent, meetings with parents are arranged. The child and the incidents will be discussed in staff and Year Group meetings. Reward charts/sticker charts would be used as an incentive.

Step 3: Discussions with parents and the Skills and Strategies team to see if external agencies need to be involved. Head of Section discusses the child's needs with the Head of School.

Step 4: Meetings between the Head of Section, parents and the Head of School. If a child puts himself or others in danger through unacceptable behaviour, then the Head will contact the parents and ask for the child to be taken home (external exclusion).

Corporal punishment should not be administered under any circumstances.

Restorative Justice

In all sanctions there will be time given for a restorative discussion about the behaviour to facilitate the pupil changing their behaviour as well as being sanctioned for the behaviour if appropriate.

Click and Collect

In exceptional circumstances, where the behaviour of a pupil is having a significant negative impact on the teaching and learning a member of staff may request a 'Click and Collect' from the Head of Pre-Prep, Assistant Head of Pre-Prep or the Head of Year. This member of staff will then accompany the student from the class, allowing the teaching and learning to continue. The behaviour of the pupil is then addressed following the above processes alongside a restorative process to address and change the behaviour for the future. This restorative process, often as a mediated conversation between the pupil and teacher with the senior staff member present, is completed before their next lesson. The need for a 'Click and Collect' is communicated to parents.

3. REWARDS

In the classrooms staff continually monitor children's behaviour and promote the Values. Children are often given 'instant' rewards, such as stickers, and marbles and the whole class may be monitored using a 'traffic light' system. There is some discretion in the way this is administered in each class so that staff can use the method most suitable for their children. Each class has a marble

jar and the boys earn marbles by working hard or behaving well. When the jar is full the class has a marble party.

Rewards can be in the form of marbles, stickers, certificates, prizes, Golden Time, marble parties, moving on to the Gold Face on the traffic light chart and winning the Good Behaviour Cup.

Every week one of the Values is chosen as a focus. It is discussed at the Monday morning assembly and then reinforced throughout the week by all the staff. The Good Behaviour Cup, achievement leaves and certificates are given out during Friday assembly to reward good behaviour and stickers and certificates for good work. Children may also come to the Head of Section to receive a prize and gold sticker if they are moved onto the Gold face/traffic light.

Four Merits and four Good Conduct certificates are given per class at the end of each term. At the end of each half term, two boys from each class are invited to have 'tea' with Mrs Whitehead, if they have kept the Values for the whole half term. At the end of the year, certificates are received in a final Year 2 Prize Giving ceremony, which parents are invited to attend.

APPENDIX 3: LOWER SCHOOL (YEARS 3 AND 4)

REWARDS AND SANCTIONS PROCEDURES

I. REWARDS

Dots: Dots are used to reward behaviour that; reflect the School Values - kindness, being helpful or cooperative. Reasons for awarding dots include:

- Helping a teacher without being asked
- Helping another boy without being asked
- Being consistently organised or well-mannered

Forms can earn a Dot Party when they collect enough dots between them. Dots are given a marble in class.

Certificates: Each week certificates are given to one boy in each class who has set a particularly good example for others usually associated with the 'School Value of the Week' and the 'Excellent Learning characteristic of the week'. Certificates might also be awarded during the week for other commendable actions.

Tokens: Tokens are awarded to boys in the Lower School for excellent academic work. This can range from neatly presented work in their books to participating fully in group or class discussions. Tokens can also recognise the effort given to a boy's work. These are added up over the course of the term and the winning tribe for academic work is given an award at the end of each term.

2. SANCTIONS

'Consequences'

The following text describes the Lower School system from the boy's perspective. It is given in their PR. It acts as a clear description of policy and practice for staff in Lower School.

If you are not behaving as we would expect a Dulwich Prep Lower School boy to behave, the teacher will give you a 'Stop and think' card, followed if needed by a 'Warning' card and tell you what you are doing wrong. If you continue in your behaviour, the teacher will tell you, you have a 'Consequence' card and a consequence.

We hope that you will change your behaviour during the lesson and 'work off' your Consequence card before the end of the lesson.

If you are still on the Consequence at the end of the lesson, you will lose 10 minutes of play at the next break time.

Three Consequences in a week: If you have 3 Consequences in 5 school days you will need to go and see the Head of Year for a detention. You will have to explain to the Head of Year what you have done and how you will improve your behaviour. You will miss break time. If you have a detention with the Head of Year, your class teacher will talk to or write to your parents to tell them what has happened. It is possible to have more than one detention in a week.

Three Head of Year detentions in a half term: If you have 3 detentions with the Head of Year in a half term, you will have a detention with the Head of Section. This will be after school for thirty minutes. Your parents will be told.

Any teacher can give you a Stop and Think/ Warning and put you in the Consequence. The teacher will email/talk to your class teacher and explain what has happened.

Examples of things that could lead to a Stop and Think/ Warning and put you in the Consequence:

- Calling out in lessons
- Talking in lessons
- Running inside

Some things are more serious and the teacher may send you straight to a Consequence card. On these occasions, the Consequence cannot be 'worked off'.

For example:

- Disruptive behaviour for example in assembly
- Disrespect to a member of staff
- Being deliberately unkind
- Using bad language
- Telling lies
- Being aggressive at playtime

Some behaviour may send you straight to a serious sanction; Head of Year, Head of Section detention or to a Head Master sanction.

Click and Collect

In exceptional circumstances, where the behaviour of a pupil is having a significant negative impact on the teaching and learning a member of staff may request a 'Click and Collect' from the Senior leadership team. A member of the SLT will then accompany the student from the class, allowing the teaching and learning to continue. The behaviour of the pupil is then addressed following the above processes alongside a restorative process to address and change the behaviour for the future. This restorative process, often as a mediated conversation between the pupil and teacher with the SLT member present, is completed before their next lesson together. The need for a 'Click and Collect' is communicated to parents.

Restorative Justice

In all sanctions there will be time given for a restorative discussion about the behaviour to facilitate the pupil changing behaviour as well as being sanctioned for the behaviour.

APPENDIX 4: MIDDLE/UPPER SCHOOL (YEARS 5, 6, 7 AND 8)

REWARDS AND SANCTIONS PROCEDURES

I. REWARDS

To ensure that we recognise the importance of pupil behaviour, attitude and academic excellence in equal measure, we have one system for all staff to use in Middle and Upper School:

Slips

- 1/4 slip or more can be signed for any piece of good work or good behaviour that upholds and celebrates the School Values.
- A particularly impressive act or piece of work might merit a whole slip.
- If the award is for demonstrating the School Values, staff should ensure the School Value being rewarded is written clearly on the slip so that the pupil can be commended by his tutor.
- Slips culminate in the award of Honours Certificates for the individual boy, which are presented in Assemblies. Tutors should note when honours have been achieved on a pupil profile on iSAMS.
- Slip totals are specified for each Year group to attain and reflect the length of the term. These may be lowered towards the end of term if appropriate. Tribe Chiefs, Head of Section and SDH will decide and inform staff.
- To support boys in their endeavours, tutors need to ensure that slips are always named, signed and dated with the correct term.
- A 'fifer' will be recorded on iSAMS by Section Secretaries for every five slips earned by a pupil.
- A 'reasonable contribution' (tutor discretion) to the form slip count is required to complete the All Rounder award and participate in a TTT.

Good Show Ups in Celebration Assemblies

- A Good Show Up is recognition for both Middle and Upper School pupils to reward an exemplary piece of academic work for that child
- Work is submitted by the teacher to the Head of Section for the end of half term Celebration Assembly and is then celebrated in this event
- A Good Show Up should be awarded a slip and added to iSAMS for pastoral tracking.
- The pupil also receives recognition from the Head Master.

Value Certificate and Excellent Learning Characteristic (ELC) Certificate

- A Value or ELC Certificate can be presented in recognition of Middle and Upper School pupils demonstrating any School Value at any time. It need not necessarily be in recognition of the “value or ELC of the week”.
- A Value or ELC Certificate may be presented in form time or Head of Year/Head of Section Assembly or sent directly home.
- Teachers will add these to iSAMS so that behaviour is monitored and tracked.

2. WHOLE FORM REWARDS

Middle School

- Treat Time (TT)
 - 100 slips must be collected by a form in Middle School, every pupil in the class must have contributed.
 - TT can be rewarded in a variety of ways including an edible treat or extra play in form time.
 - If the TT is going to involve catering, Tutors should alert the Head of Year who will book the TT with the catering team and ensure that allergies are catered for.

Upper School

- Treat Time (TT)
 - Everyone must have contributed to the slip count for the form to be able to ‘cash in’.
 - If the pupils vote for an edible treat, Tutors should alert the Head of Year who will book the TT with the catering team and ensure that allergies are catered for.

3. SANCTIONS

A. Time Out

To ensure consistency throughout the Middle and Upper Schools, we have one sanction for all staff to use in all low-level cases where a pupil has shown poor judgement, not respecting the aims and Values of the School. This is called a Time Out.

When to use a Time Out

If a pupil’s behaviour or attitude is not ‘respectful’ or not in accordance with our Values, then boys should expect a Time Out.

The expectation is that a Time Out will be preceded by a warning. In some instances, this would not be appropriate e.g. talking in Assembly: all boys know this is disrespectful and not acceptable behaviour.

Some boys may require further support, or a second warning depending on their individual circumstance or diagnosed needs.

If a teacher feels that more than 4 boys in a class require a Time Out from one lesson, they become responsible for taking the sanction themselves.

Time Out expectations

- 10 minutes taken from morning break time starting when the pupil arrives
- If a pupil arrives after 10.35 they must come to another slot as they will have insufficient time to complete the sanction
- Non-attendance will be followed up by the Head of Year
- Middle School pupils serve their Time Out in G2, Upper School will serve in G1*
- US pupils complete a written reflection task. This will be sent home for a parent's signature.
- MS pupils complete a written reflection task that will be shared with the form tutor.
- Time Outs must be recorded on ISAMS immediately for this system to work INCLUDING the reason for the time out. If the sanction is not recorded the pupil will be sent away.

If a MSUS pupil receives 2 timeouts in the space of five school days they then receive a Head of Year Detention on top of serving the two TO. This will last a full break time and can be held on any day suited to the Head of Year.

Some examples of when a Time Out sanction might be appropriate, include, but are not limited to:

- Repeated calling out or talking
- Low-level impolite behaviour towards another pupil
- Disruption in a lesson
- Overly physical behaviour (shoving, pushing)
- Low level unkindness (excluding from a game ONCE)
- Not following instructions - i.e. running indoors
- Upper School disorganisation e.g. repeatedly forgetting equipment or prep
- Unnecessary silliness
- Disregarding School Rules (incorrect uniform with no reason, iPad not charged overnight without reason)

Organisational issues

- We recognise that personal organisation can be a challenge for some pupils which can then impact on their behaviour. Any issues of regularly missing equipment or kit should be addressed to form tutors and home.
- Follow up and support will be taken over by form tutors if needed.

- Personalised support cards can be implemented by the Head of Year if appropriate.
- No sanction should be given by subject staff for disorganisation in Middle School without discussion with the Head of Year.
- Upper School pupils can receive a Time Out for repeated disorganisation which affects a lesson and impacts learning.

Restorative Justice at Timeouts

- Whenever possible the member of staff issuing the Timeout will attend the detention for a short period of time to have a restorative conversation with the pupil with the aim to change as well as sanction behaviour.
- If the member of staff is not available this conversation will be conducted by the member of staff on Timeout duty; either an Assistant Head of Section or Head of Year.

B. Detention

Unacceptable behaviour that passes the limits of Time Out may be sanctioned by a detention.

We have 3 different detentions:

- **Head of Year** – low level incident, more serious than TO e.g. disrespect, spitting, overheard swearing; or two TO in a working week
- **Head of Section** – repeated low-level incidents, lying to staff, deliberate swearing at another person, two Head of Year detentions in a short space of time, rudeness to staff. Larger individual incident, single, first time incident of bullying behaviour.
- **Head Master** – serious behavioural incident or repeat of Head of Section sanctioned incidents within a half term.

Only Heads of Year, Heads of Section, Deputy Heads, or the Head Master can give a Detention. All detentions will be set by the Head of Year, Head of Section, Deputy Head or the Head Master at their convenience and the task will be appropriate to the behaviour being sanctioned, making reference to the School Value that has not been followed.

If staff are unsure how to proceed with a sanction, or feel a Time Out is insufficient, it would be appropriate to inform a pupil that they will speak to the Head of Year who will follow up with them.

Detention expectations*

- Head of Year detention: Morning Break 10:20-10:45.
- Head of Section detention: an hour after school 16:00-17:00.
- Head Master detention: after school for 2 hours 16:00-18:00.

* subject to staff availability

Repeated sanctioning (Detention or Time Out)

If a pupil is being sanctioned repeatedly for the same behaviour, the level of sanction will increase e.g. if poor behaviour has merited a TO, and a second TO is given for the same offence during a lesson this will result in a Head of Year detention.

Depending on the nature of the offence, appropriate measures will be put in place to support the pupil in order to avoid repetition.

Lines of Reporting Sanction Procedures

In order to ensure that we are working in partnership with parents and carers in supporting children, it is appropriate to maintain clear records and lines of reporting.

- Time Out: Parents to be informed via MySchool Portal
- Repeated Time Outs: Parents informed by Head of Year in Middle and Upper School and Head of Section informed
- Head of Year detention: Parents informed by Head of Year, Head of Section consulted
- Head of Section detention: Parents and Head Master informed by Head of Section
- Head Master detention: Parents, Head of Section informed/ consulted

4. SANCTIONS ESCALATION

For pupils in Middle and Upper School, sanctions will usually follow the escalation procedure outlined below. However, the appropriate response will depend on the behaviour and the particular circumstances; some misbehaviour may move straight to suspension or permanent exclusion, depending on the severity of the misconduct. The Head Master will take into account all relevant circumstances when reaching a decision.

- Verbal warning
- Level 1: Time out – given by any staff member.
- Level 2: Head of Year Detention – any member of staff can request, Head of Year, Head of Section, Deputy Head can choose to use as a sanction
- Level 3: Head of Section detention – decision of Head of Section
- Level 4: Head Master Detention – decision of Head Master and Head of Section
- Level 5: Internal Suspension – decision of Head Master and Head of Section
- Level 6: External Suspension - decision of Head Master in discussion with Head of Section
- Level 7: Exclusion - decision of Head Master in discussion with Governing Body, and Head of Section

5. CLICK AND COLLECT

In exceptional circumstances, where the behaviour of a pupil is having a significant negative impact on the teaching and learning a member of staff may request a 'Click and Collect' from the Senior leadership team. A member of the SLT will then accompany the student from the class, allowing the teaching and learning to continue. The behaviour of the pupil is then addressed following the above processes alongside a restorative process to address and change the behaviour for the future. This restorative process, often as a mediated conversation between the pupil and teacher with the SLT member present, is completed before their next lesson together. The need for a 'Click and Collect' is communicated to parents.

6. SUPPORT STRATEGIES

Our aim throughout Middle and Upper School is to support children who are making poor choices with their behaviour or attitude. We understand that in many instances, the behaviour is merely a symptom of an underlying cause. In all sanctions, there will be time given for a restorative discussion about the behaviour to facilitate the pupil changing behaviour as well as being sanctioned for the behaviour.

The following strategies are employed in conjunction with the sanctions system, in order to help children identify where poor choices are being made and support them in their efforts to alter their future conduct:

- Personalised support cards;
- Mentoring (staff member or peer);
- Subject tutoring;
- Peer support groups;
- Team Around the Child (TAC can involve external agencies if appropriate);
- 1:1 or group Counselling sessions;
- Re-education sessions - led by Assistant Head of Section/ Head of Year/Head of Section/Deputy Head/Head Master;
- Powerful Knowledge Project to be completed during a period of suspension and then followed up with Head of Section/Deputy Head/Head Master upon pupil's return.

REWARDS

	For behaviour	For work	For Values	For ELC	Other celebrations
EYFS		Instant individual rewards (stickers etc)		Sticker	
PP	Marbles for class	Instant individual rewards (stickers etc)	Certificate	Certificate/sticker	Marble party for class Celebration assembly Merit and Good conduct certificates Good boys' tea
LS	Marbles for class	Tokens for tribe	Certificate	Certificate	Marble party for class Celebration assembly
MS	Slips individual, tribe and class	Slips individual, tribe and class	Certificate	Certificate	TTT for class Celebration assembly All-Rounder Awards
US	Slips individual, tribe and class	Slips individual, tribe and class	Certificate	Certificate	TTT for class Celebration assembly All Rounder Awards

SANCTIONS – LEVELS AND TERMINOLOGY

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
EYF S								
PP	Age and pupil appropriate (PP list)	Time out	H o Y detention	H o S detention	Head Master's detention	Internal Suspension	External suspension	Exclusion
LS	Stop and Think/Warning	Consequence card leads to Time out	H o Y detention	H o S detention	Head Master's detention	Internal Suspension	External suspension	Exclusion
MS	Warning	Timeout	H o Y detention	H o S detention	Head Master's detention	Internal Suspension	External suspension	Exclusion
US	Warning	Timeout	H o Y detention	H o S detention	Head Master's detention	Internal Suspension	External suspension	Exclusion

SANCTIONS – EXAMPLES OF BEHAVIOUR (NOT EXHAUSTIVE)

Level 0		
Warning	<ul style="list-style-type: none"> ● Disrupting lessons ● Disrespectful behaviour ● Overly physical behaviour ● Unkindness ● Deliberately not following instructions ● Unnecessary silliness 	
Level 1		
Time Out	Continued /repeated level 0 behaviour.	Parent notification
Level 2		
Head of Year Detention	<p>Continued /repeated level 0/1 behaviour or isolated, impulsive, first occasion:</p> <ul style="list-style-type: none"> ● Hurting another pupil (physically or emotionally) ● Disrespect to staff, teaching or learning ● Damaging property ● Dishonesty ● Swearing <p>Two Timeouts in a working week.</p> <p>These are examples only and this is not an exhaustive list.</p>	Parent email/call
Level 3		
Head of Section Detention	<p>Continued /repeated level 0/1/2 behaviour or deliberately/purposefully:</p> <ul style="list-style-type: none"> ● Hurting another pupil (physically or emotionally) ● Disrespect to staff, teaching or learning ● Damaging property ● Dishonesty ● Stealing ● Swearing 	Parent email/call

	<p>Two Head of Year Detentions in a half term.</p> <p>These are examples only and this is not an exhaustive list.</p>	
Level 4		
Head Master's Detention	<p>Continued /repeated level 0/1/2/3 behaviour.</p> <p>Two Head of Section detentions in a half term.</p> <p>These are examples only and this is not an exhaustive list.</p>	Parent letter
Level 5		
Internal suspension	<p>Continued /repeated level 0-4 behaviour.</p> <p>Serious active/premeditated behavioural incident:</p> <ul style="list-style-type: none"> ● Bringing the School into disrepute – public fighting or poor behaviour in uniform, posting inappropriate material on social media ● Bullying (e.g. online, racial, homophobic, sexual) ● Discriminatory behaviour, including racist or sexist behaviour ● Disrespect shown to a member of staff or public ● Computer misuse e.g. misuse of email, iPad, mobile phone or other devices, breaking school acceptable use contract ● Vandalism (e.g. writing on walls, damaging school property) ● Stealing ● Physical violence causing injury by instigation ● Escalation of multiple low-level sanctions <p>Two Head Master Detentions in a half term.</p> <p>These are examples only and this is not an exhaustive list.</p>	Parent letter
Level 6		
External suspension	Continued /repeated level 0-5 behaviour.	Parent letter

	<p>Internal suspension already served.</p> <ul style="list-style-type: none"> ● Pupils and/ or staff are placed at risk by a pupil's behaviour. ● Possession of illegal substances. ● Consumption of illegal substances on school property or whilst wearing school uniform. <p>These are examples only and this is not an exhaustive list.</p>	
Level 7		
<p>Exclusion</p>	<p>Continued /repeated level 0-6 behaviour.</p> <ul style="list-style-type: none"> ● Serious misconduct e.g. supply or possession of drugs, alcohol, distributing pornographic images ● Repeated stealing or blackmail ● Persistent disruptive behaviour / escalation of previous serious sanctions ● Possession or use of a weapon ● Repeated physical violence ● Repeated discriminatory behaviour, including racist or sexist behaviour ● Persistent / repeated bullying e.g. online, racial, homophobic, sexual ● Repeated vandalism ● Misconduct of a sexual nature ● Unfounded malicious accusation against staff ● Serious computer misuse ● Persistent disrespect shown to a member of staff or public <p>External suspension already served.</p> <p>These are examples only and this is not an exhaustive list.</p>	<p>Parent letter</p>

