

## **Behaviour Policy**

### **Statement of behaviour principles**

At Howell's School we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary.

### **Introduction**

Howell's School endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility.

### **Policy Aims**

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

### **Roles and Responsibilities**

The Principal has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Principal, together with the leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens fairly and consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is Zoe Harvey, Deputy Principal in the Senior School, Abby Matthews, Deputy Principal and Head of Prep School.

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil
- Work in partnership with parents and guardians

### **Senior School Expectations**

The following principles should underpin all our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile

These principles are consistent with the Howell's School Code of Conduct:

- First and foremost: Work Hard Be Kind.
- Be polite, punctual, helpful and reliable at all times.
- Wear your school uniform and PE kit correctly. Do not roll your skirt up. Coats and hoodies should not be worn inside the school building.
- All hair must be neatly tied back. Do not wear makeup, jewellery or nail varnish. A watch is allowed.
- Mobile phones must not be used once you are in school unless a teacher gives permission.
- Be in lessons at all times. You should not ask to leave unless absolutely necessary.
- For your safety, it is important that we know where you are. Please sign in and out if you are arriving late or leaving early. A parent must collect you.
- Move around the school quietly and considerately. Do not run. Please keep to the left and hold doors open for others.
- Locker rooms are not social areas. Do not use these spaces between lessons.
- Queue politely at break and lunch times and have the correct lunch pass if required.
- Eating and drinking must only take place in the Dining Room area. You are not allowed to chew gum at any time.
- Enter and leave assemblies silently.
- It is everybody's responsibility to keep the school tidy. Do not drop litter. Please use the bins provided. Recycle wherever possible.
- We are an inclusive school community. Treat each other with respect so that everyone feels safe and welcome in school.

All pupils sign the Respect Contract. This is done during lessons in September in the Prep School and is in the Senior School pupil planners.

### **Respect Contract**

Howell's does not tolerate any bullying or disrespectful behaviour.  
Action will be taken.

**I have read the following statement and agree to abide by it:**

- ☐ I belong to Howell's School where every student deserves to be treated with respect. Everyone has the right to be part of this community and to feel happy and comfortable.
- ☐ I agree that no students should ever feel threatened, be discriminated against or made to feel unhappy by the actions of any individual or group of students. I accept that this includes inappropriate communication by mobile, email and internet, including social networking sites such as Facebook, Instagram, Twitter, Snapchat, WhatsApp and video sites such as YouTube.
- ☐ I will show understanding towards my fellow students, respect and support them and help any student who is obviously upset or hurt. If I am concerned about bullying of any kind, I know I can report it to my form tutor and seek support.

### **Mobile Phones**

- ☐ My form tutor has also explained the rules about mobile phones and I agree to follow them.

**Student's signature:** \_\_\_\_\_

**Parent's / Carer's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

It is the school's expectation that everybody should at all times:

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the Online Safety Policy, Acceptable Use Agreements, and Anti Bullying Policy

## **Behaviour in lessons**

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

## **Uniform, behaviour around the building and out of lessons**

Pupils are expected to behave in a manner which demonstrates respect of themselves and others. This applies to use of language, to the way in which they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils home to change.

## **Behaviour outside the School and Online**

Pupils who breach the school's Discipline and Behaviour for Learning Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another person, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

## **Positive reinforcement and rewards**

Howell's School recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviour are central to the promotion of good behaviour and good order.

The school uses a range of rewards and positive reinforcement strategies including:

- Rewards Policy (Appendix 1)
- Howell's House Points
- Praise
- Written comment on work/in book/in planner
- Merits
- Certificates

- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies, Celebration Teas and Prizegivings (Appendix 1)

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

### **Disciplinary sanctions**

Dependent on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. The range of sanctions will include:

- Sanctions Policy
- Instruction and rule reinforcement
- Short length detention and reflection time
- Longer length detention and reflection time
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Removal from the classroom to work under supervision elsewhere
- Being placed on report
- Setting improvement targets
- Behavioural contract / Home-school agreement
- Internal exclusion
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion

This list is not intended to be exhaustive but serves as illustration of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded on CPOMS.

Following a sanction, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations. These might include:

- A targeted discussion with the pupil
- A phone call with parents
- A 'case conference' with relevant staff – tutor, Head of Year, SENCO, DSP etc.
- Pastoral support (see below)

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the *Safeguarding and Child Protection Policy* and *Safeguarding Procedures*.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

The school recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply

safeguarding procedures as appropriate.

### **Detentions**

Parents are requested to check their child's Homework Planner on a daily basis, which is where the majority of detentions will be recorded. The school will also inform parents through letter, email, telephone calls, text messages or other means as appropriate. Detentions may be imposed on the same day and outside of normal school hours.

### **Removal from the classroom**

Removal from the classroom is a serious sanction which will be only used when absolutely necessary as a response to serious misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom. If a pupil is removed, they will be supervised in the library or by a member of leadership/Head of Year. Work will be collected by the class teacher.

### **Pastoral Support Framework: monitoring, support and intervention**

Through the pastoral and guidance systems the school has staff (tutors and Heads of Year) whose role is to support pupil welfare and wellbeing. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

Pastoral teams also monitor and analyse attendance and behaviour data regularly by at individual, group and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

### **Pupils with ALN and additional needs**

The school accepts that for a wide variety of reasons (such as having an additional learning need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

Any necessary sanction will be considered in relation to a pupil's individual needs, and reasonable adjustments will be made where appropriate.

### **The use of reasonable force**

The school acknowledges its duties and responsibilities in line with the Welsh Government guidance on *Safe and Effective Intervention – use of reasonable force and searching for weapons, March 2013* in which a person authorised by the Principal has a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

### **Screening, searching and confiscation**

The school acknowledges its duties and responsibilities under the applicable legislation and guidance in respect of screening and searching pupils, and confiscating items.

The Principal, and **staff they authorize**, have a statutory power to search a pupil or their possessions (**without consent if necessary**) where they have reasonable grounds to suspect that the pupil may have a **prohibited item** or **any other item that the school rules identify** as an item which may be searched for.

Prohibited items are:

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

Authorized staff also have the power to search a pupil for **any item with consent**.

School procedures should be transparent to all pupils, parents and staff, and provide reassurance that searching of a pupil will be implemented consistently, proportionately and fairly.

The DSP should be informed of any searching incidents where the member of staff has reasonable grounds to suspect that a pupil was in possession of a prohibited item.

A person authorized by the Principal can use **reasonable force** to search for a **prohibited item, but not to search for items which are identified only in the school rules**.

An authorised staff member carrying out a search can **confiscate** an item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is prohibited, or identified in the school rules as an item for which a search can be made
- Is evidence in relation to an offence

**Prohibited or illegal items** should be **retained, disposed of or delivered to the police** as set out in Searching, Screening and Confiscation paras 58-68.

Members of staff should use their judgement to decide to **return, retain or dispose of** any other items **banned under the school rules**.

### **Staff Support and Development**

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

## **Partnership with Parents**

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues.

Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their child's education.

## **Related Policies**

This policy operates in conjunction with:

- School Safeguarding and Child Protection Policy and GDST Safeguarding Procedures
- Anti Bullying Policy
- School Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy

## **Legal/guidance framework**

- Behaviour in Schools: advice for headteachers and school staff (July 2022)
- Keeping Children Safe in Education (September 2023)
- Keeping Learners Safe in Education (March 2022)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- *Safe and Effective Intervention – use of reasonable force and searching for weapons, March 2013*
- Independent Schools Standards Regulations 2023
- Equality Act 2010 and ALN Code of Practice (January 2015)

## **Monitoring Evaluation and Review**

The Deputy Principal will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other sanctions such as detentions, and report to the Principal

**Updated February 24**

## **Rewards and sanctions Years 7 to 11**

### **(See also Appendices)**

The rewards and sanctions systems are separate; the rewards system is based around House Points and the sanctions system is based around Levels.

### **REWARD SYSTEM**

Reinforcing positive behaviour is extremely important and should be used on a regular basis. There are several ways that students can be rewarded and recognised as individuals or as a form group/class.

The diagram attached summarises the different ways that students are rewarded and recognised. It will be displayed in each Form room. If you have any additional ideas for additional rewards/recognition, please share this with the Assistant Principal Pastoral or Pastoral Leaders. The Student Council will also provide feedback and ideas.

### **Subject Rewards**

House Points can be awarded for

- Effort
- Classwork
- Homework
- Kindness
- Teamwork
- Co-Curricular Success
- Class merit – given to the whole class/form

Each of these achievements is worth **2 House Points** and should be recorded on Sims (please see instructions), apart from a **class merit that is worth one point**. Staff may give a sticker in addition to recording on Sims. Students can keep a record in their planners.

HoDs will have a regular report of House Points for their subject.

HoYs will have a regular report of House Points for their year group.

Postcards can be sent to parents for exceptional effort or consistently showing an excellent attitude or for outstanding work/progress/achievement within a subject.

### **Head of Year rewards**

#### **HoY Award Certificate.**

Awarded for the number of House Points

- HoY Copper Award Certificate (25)
- HoY Bronze Award Certificate (50) and an early lunch pass with a friend for a week (Year 10 and 11)
- HoY Silver Award Certificate (75) and a cookie with your HoY
- HoY Gold Award Certificate (100) and a cookie and hot chocolate with your HoY
- HoY Platinum Award Certificate (150) and lunch at The View with your HoY
- HoY Double Platinum Award Certificate (250) and a book or amazon voucher

### **Celebration Tea**

HoY (or any member of staff as it is at the moment) to nominate a student/group of students for consistently showing an excellent attitude or for outstanding work/progress/achievements.

Recorded on Sims.

### **SANCTIONS**

All unacceptable behaviour will result in a consequence which will match the given offence.

Sanctions can be given for

- Behaviour: Attitude, Device, chewing gum/eating, mobile phone, unkindness
- Organisation for lessons
- Uniform, hair/makeup/jewellery
- Punctuality to school and lessons

The diagram attached summarizes the different ways that students are rewarded and recognised. It will be displayed in each Form room.

### **Behaviour**

**Pre warning** – not recorded.

Disruptive behaviour (talking instead of listening, calling out, interrupting others, distracting others, being uncooperative). A warning is given that if this behaviour continues then a level 1 will be recorded.

### **LEVEL 1 Recorded on SIMS**

- Disruptive Behaviour (talking instead of listening, disruptive calling out, interrupting others, distracting others, being uncooperative, inappropriate language, silly behaviour etc)
- Inadequate work within a lesson (Not completing the required standard of work)
- Eating/chewing during a lesson
- Other minor behaviour (please provide detail when recording)
- Mobile phone (phone to be confiscated and given to the office, student can collect at the end of the day) – office will add the level 1 to sims for this

### **LEVEL 2 Recorded on SIMS with breaktime/end of lesson check-in**

- Two warnings (two Level 1s) in one lesson (please provide detail)

- Continued disrespectful behaviour after a level 1 has been given (arguing/answering back, refusal to follow instructions or disrespect to others)

If a level 2 is issued, then a breaktime/end of lesson check-in is required. The teacher needs to talk to the student about their behaviour.

We envisage that most incidents would not progress past a level 2 because of the nature of our students.

### **LEVEL 3 within lessons**

**Recorded on Sims with HoD reflection at breaktime or lunchtime – 10 minutes, parents contacted by HoD**

- Three warnings (three Level 1s) in one lesson (please provide detail)
- Continued poor behaviour in **your subject** (please provide detail)

### **LEVEL 3 outside of lessons**

**Recorded on Sims with HoY reflection at breaktime or lunchtime – 10 minutes, parents contacted by HoY**

- Three warnings (three Level 1s) in one week
- Continued poor behaviour around school

Reflection form to be completed by the student.

Let the student know where and when they will be needed to complete their reflection.

**LEVEL 4 Recorded on Sims with HoY reflection at lunchtime (20 – 30 minutes) and HoY report, parents contacted**

- Continued poor behaviour across subjects

Reflection form to be completed by the student and student put on report (on SIMS).

Let the student know where and when they will be needed to complete their reflection.

### **LEVEL 5 Recorded on SIMS. Meeting with Pastoral Leadership**

- Continued poor behaviour across subjects after Level 4 has been issued and student has been on HoY report
- Meeting with Assistant Principal Pastoral or Deputy Principal Pastoral and parents
- Behaviour contract put in place and any other additional support needed

## **ORGANISATION FOR LESSONS**

### **LEVEL 1 Recorded on SIMS**

- Organisation/missing equipment
- No homework (please provide title of homework when recording)

**LEVEL 2 Recorded on SIMS with breaktime/end of lesson check-in**

- Organisation/missing equipment on more than one occasion within a half term
- No homework on more than one occasion within a half term

If a level 2 is issued, then a breaktime/end of lesson check-in is required. The teacher needs to talk to the student about their organisation.

We envisage that most incidents would not progress past a level 2 because of the nature of our students

**LEVEL 3 Recorded on Sims with HoD reflection at breaktime or lunchtime – 10 minutes, parents contacted by HoD**

- Continued poor organisation or lack of homework in **your subject**

Reflection form to be completed by the student.

Let the student know where and when they will be needed to complete their reflection.

**LEVEL 4 Recorded on Sims with HoY reflection at lunchtime (20 – 30 minutes) and HoY report, parents contacted**

- Continued poor organisation or lack of homework across subjects

Reflection form to be completed by the student and student put on report (on SIMS).

Let the student know where and when they will be needed to complete their reflection.

**LEVEL 5 Recorded on SIMS. Meeting with Pastoral Leadership**

- Continued poor organisation or lack of homework across subjects after Level 4 has been issued and student has been on HoY report
- Meeting with Assistant Principal Pastoral or Deputy Principal Pastoral and parents
- Contract of expectations put in place and any other additional support needed

**UNIFORM**

(See Uniform Policy)

**LEVEL 1 Recorded on SIMS**

- Wearing uniform incorrectly (e.g. skirt rolled up, hair down, jewellery, nail varnish and any other item that can be easily adjusted/removed)

**LEVEL 2 Recorded on SIMS**

- Repeated Level 1 (without a note/genuine reason)

**LEVEL 3 Recorded on SIMS, student put on Uniform Report**

- Students who continue to receive Level 1/Level 2s will be placed on Uniform Report by their Form Tutor

**LEVEL 4 Recorded on SIMS, with HoY reflection at lunchtime (20 – 30 minutes), parents contacted**

- HoY to contact parents if problems persist after the student has been on Uniform Report

**LEVEL Recorded on SIMS. Meeting with Pastoral Leadership**

- Meeting with Assistant Principal Pastoral or Deputy Principal Pastoral and parents.
- Contract of expectations put in place

**PUNCTUALITY**

**LEVEL 1 Recorded on SIMS**

- Arrive late to lesson

**LEVEL 2 Recorded on SIMS**

- Arrive late to school (without a genuine reason)

**LEVEL 3 Recorded on SIMS, student put on Punctuality Report**

- Students who continue to receive Level 1/Level 2s will be placed on Punctuality Report by their Form Tutor

**LEVEL 4 Recorded on SIMS, with HoY reflection at lunchtime (20 – 30 minutes), parents contacted**

- HoY to contact parents if problems persist after the student has been on Punctuality Report

**LEVEL 5 Recorded on SIMS. Meeting with Pastoral Leadership**

- Meeting with Assistant Principal Pastoral or Deputy Principal Pastoral and parents.
- Contract of expectations put in place and any other additional support needed

## Howell's House Points



### Subject Rewards

Howell's House Points can be awarded for the eight areas above.

Postcards can be sent to parents for exceptional effort or consistently showing an excellent attitude or for outstanding work/progress/achievement within a subject.

### Head of Year rewards

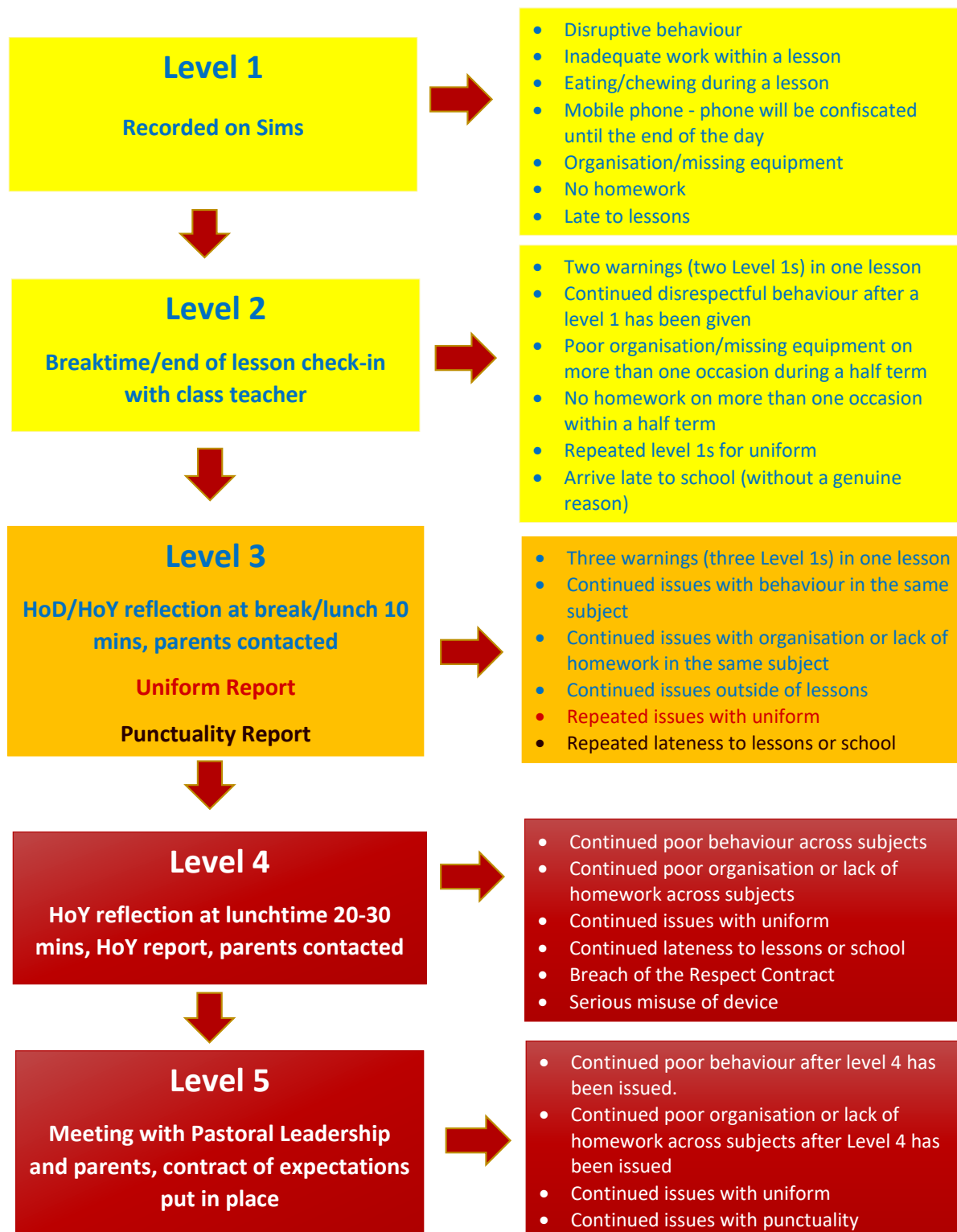
Awarded for the number of House Points

- HoY Copper Award Certificate (25)
- HoY Bronze Award Certificate (50) and an early lunch pass with a friend for a week (Year 10 and 11)
- HoY Silver Award Certificate (75) and a cookie with your HoY
- HoY Gold Award Certificate (100) and a cookie and hot chocolate with your HoY
- HoY Platinum Award Certificate (150) and lunch at The View with your HoY
- HoY Double Platinum Award Certificate (250) and a book or amazon voucher

### Celebration Tea

Any member of staff can nominate a student/group of students for consistently showing an excellent attitude or for outstanding work/progress/achievements.

# Sanctions



## **Expectations of Girls Policy Prep School**

At Howell's, we expect high standards of behaviour. Our core values include respect for others and encouraging girls to take responsibility for themselves, their possessions and the possessions of others. We expect girls to 'Work Hard and Be Kind.'

### **Prep School Rules**

#### **Girls are asked to:**

- take care and respect everybody and everything in our school and in our grounds
- always do our best, this includes homework
- be kind and polite to everyone
- walk quietly and sensibly around the school and be thoughtful towards the younger girls. We should keep on the side of the banister going downstairs and walk on the left hand side along the corridors
- never leave the school grounds without an adult
- Always wear the correct school uniform and have the required equipment in school as needed
- behave responsibly in the cloakrooms and toilets
- walk with a partner when we walk to/from the Senior School and be aware of road safety (Year 5 and 6)

#### **In addition to our school rules, girls should:-**

- display behaviour in lessons which shows respect for our own learning and the learning of others
- hold doors open for those behind them and let adults through first
- Be polite, punctual, helpful and reliable
- Be silent in assembly and when entering/leaving the Prep School Hall
- Line up silently when the bell is rung
- read and sign the Respect Contract and ensure they understand it

The above expectations should be followed outside of school hours if the misbehaviour could have repercussions for the running of school, pose a threat or cause harm to another person or adversely affect the reputation of the school. This includes while on a journey to or from school, on School Trips, in Clubs, Breakfast Club, After School Care and Holiday Club or at any time online.

### **Positive Reinforcement and Rewards**

To ensure a positive atmosphere throughout the Prep School, positive reinforcement is encouraged by all members of staff

- Praise/Stickers
- Written comment on work/in book
- House Points
- Certificates
- Celebration Tea

### **Sanctions for Unacceptable Behaviour**

- A targeted discussion between the pupil and class teacher
- A discussion with the pupil and deputy head
- Refer to Head of Prep and involve parents
- Verbal warning

- Re-signing of the Respect Contract (if appropriate)
- Withdrawal from a club or visit
- Being placed on report

We have zero tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy and Safeguarding Procedures.

Pupils with ALN may require additional support in order to learn and display positive learning behaviour. For these pupils an individual behaviour plan may be put in place and shared with relevant staff and parents.

Please see Senior School Behaviour Policy Section for information on Disciplinary Sanctions in the event of reasonable force, screening, searching and confiscation.

**Updated September 2023**