



**The Froebelian School**  
**Behaviour Policy**  
**Promoting Positive Behaviour**

The provisions in this document apply to all aspects of the school including EYFS, Breakfast Club, Little Acorns, Homework and Activities Club, Summer Holiday Club, school trips and extra-curricular activities. It includes discipline, sanctions, anti-bullying and exclusions.

We expect the support of parents and carers in promoting our high standards in all aspects of the school, including that of good behaviour. This policy describes the framework and measures that we follow to provide a safe, happy and co-operative environment for all members of the school community.

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Pastoral Care Policy
- Supervision of Pupils Policy
- Use of Force to Control or Restrain Pupils
- Single Equalities Policy

### **Our starting point**

The pupils and staff have worked together to create a Froebelian School Learning Charter which encompasses agreed core beliefs, values and strategies all member of the school work hard to uphold.

Our Learning Charter states clearly what the Responsibilities and Rights are of all the children at Froebelian and how we both reward and sanction behaviour. At the centre of our Learning Charter is our School Code which is core to all we expect:

- Safe Hands
- Safe Feet
- Safe Voice

It is the belief of all members of the school community that if these three simple rules are maintained, together they create a happy school for all (Please see Appendix 1).

When at school (and at home, we hope) we expect that children will remember their Responsibilities and Rights that have been agreed in our School Learning Charter.

### **Aims and Expectations**

We aim to ensure that every member of our school is valued and respected, and that each person is treated fairly and well. We are a caring school, with values derived from mutual trust and respect. In our recent inspection, "Mutual respect forms a cornerstone of all pupil interactions" was cited as a

key finding. A key aim of the policy is to support the ways in which all members of the school community can live and work together safely and happily.

We aim to provide clear guidance about good behaviour and how we support pupils in this important area of personal development. It is not our intention to describe a system for enforcing rules. Rather, we expect parents and pupils to understand our values and our commitment to maintaining positive relationships that allow teachers to teach and pupils to learn.

We aim to treat all pupils, irrespective of race, gender, disability or creed, fairly and reasonably. We will implement this policy with consistency and sensitivity.

The school expects that every member of the school community will behave in a considerate way towards others. In particular, we expect the pupils will be:

- Polite
- Respectful
- Obedient

We expect that, to varying degrees, children will need help from parents and the school in developing these qualities.

We expect that parents, as well as the school, will nurture, encourage, train and discipline children to enable them to become safe, responsible and trustworthy members of the community.

We expect parents to respect and trust our professionalism, judgement and integrity.

#### **Other Key Points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break rules or who fail to follow reasonable instructions. This power also applies to all paid staff and to adult volunteers authorised by the Headteacher.
- Teachers and others (see above) have the power to confiscate pupils' property and to place pupils in temporary isolation.
- The above powers must be exercised reasonably, taking into account the circumstances, the age of the pupil and any special needs.
- The school acknowledges that we have legal duties under the Equality Act 2010, in respect of safeguarding and in respect of any pupils with special educational needs and disabilities (SEND).

#### **The Early Years Foundation Stage (EYFS)**

Children in Lower Kindergarten (Nursery) and Kindergarten (Reception) are sometimes referred to as being part of the Early Years Foundation Stage, or EYFS. The provisions of this policy apply to the EYFS as they do to the rest of the school and in particular it is important to note the following:

1. Corporal punishment is not permitted at school and we take all possible steps to ensure, so far as it is reasonably practicable, that corporal punishment is not given to any child by any person who cares for, or who is in regular contact with, children and any person living or working on the premises.

2. We do not threaten the use of corporal punishment or use or threaten any form of punishment which could have an adverse impact on a child's well-being.
3. We ensure that this policy, and other policies that support effective behaviour management, is adhered to by all members of staff, parents, visitors and volunteers.
4. Physical intervention is only used if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where it has been necessary to use physical intervention to manage a child's behaviour will be recorded and parents informed on the same day.
5. For each section of the school there is a member of staff with responsibility for behaviour management issues which require the attention of a senior teacher:

•	EYFS (LKG & KG - Nursery & Reception)	Miss K Sibson
•	KS1 (Tr & Rm – Year 1 & Year 2)	Mrs J Miller
•	KS2 (FI to FIV – Year 3 to Year 6)	Mrs S Stratford

### **Describing Good and Bad Behaviour**

'Good' and 'bad' can be interpreted as emotive descriptions and in many cases it might be considered preferable to refer to 'appropriate' and 'inappropriate' behaviour. However, children (and adults) usually have a clear understanding of what is meant by 'good behaviour' and 'bad behaviour'. For the sake of clarity, this policy will use them.

In 'Supporting School Improvement, Emotional and Behavioural Development' published by the Qualifications and Curriculum Authority (QCA/01/717) three types of behaviour are identified: -

- **learning behaviour**
- **conduct behaviour**
- **emotional behaviour**

For each category of behaviour, there are five desirable criteria.

#### **Learning behaviour**

1. Is attentive and has an interest in schoolwork.
2. Has good learning organisation including completion of homework.
3. Is an effective communicator.
4. Works efficiently in a group.
5. Seeks help where necessary.

#### **Conduct behaviour**

1. Behaves respectfully towards staff.
2. Shows respect to other pupils.
3. Only interrupts and seeks attention appropriately.
4. Can resolve issues peacefully.
5. Respects property.

#### **Emotional behaviour**

1. Is happy.
2. Has empathy.
3. Is socially aware.
4. Is confident.

5. Is emotionally stable and shows good self-control.

The QCA document also provides descriptions of undesirable behaviours and these are available separately. However, the emphasis in this policy is on good or desirable behaviour and how we intend to promote and celebrate it.

We take a holistic approach to pupils, encouraging them to become rounded citizens with high standards in all aspects of behaviour.

### **Social skills**

In the school community, social skills are fundamental and this aspect of emotional behaviour needs further description. The following characteristics are the most desirable of the social skills we intend to uphold and promote in school:

- To help others
- To speak one at a time
- To share
- To take turns
- To return things to the proper place
- To ask others to play or join in
- To tell right from wrong
- To tell the truth
- To accept the consequences of one's actions
- To be polite
- To eat with good manners
- To work appropriately with peers

We will encourage children to be good citizens and we will deal appropriately with any wrongdoing.

### **Positive Reinforcement**

We believe that positive reinforcement is the most effective way to encourage children to behave well. 'A ton of praise to an ounce of criticism' is an apt phrase that sums up this approach. Accordingly, we praise and reward children for good behaviour in a variety of ways. The following are illustrative, rather than exhaustive.

- Staff congratulate children regularly, both formally and informally, for behaving well, for acts of kindness, good manners etcetera.
- Staff award ClassDojo and House Merits for consistent good work or behaviour, or to acknowledge particular acts of kindness or consideration. Staff also award 'Catch Me Being Good' or 'SuperDojo' cards to pupils whose behaviour is exemplary; these are then linked to the ClassDojo Reward System and exchanged for a raffle ticket by the Deputy Head with a prize draw being carried out in Assembly each half term.
- A Step System is used to reinforce the pupils' responsibilities in the Pre Prep and ClassDojo are used in the Juniors to reinforce and celebrate excellent behaviour (Please see Appendices 3 and 4 for further detail).
- Within each class (year group) there are reward systems in place tailored to that age and cohort. These reward systems link into the relevant reward system for the Key Stage in addition to the House Merit System (Please see Appendix 6).

- Most assemblies have an ethos statement / moral theme and these often reflect our focus on good citizenship.
- Pupils are encouraged and reminded to think about the consequences of their actions and choices through discussion, circle time and in Religious Education/Personal, Social, Health and Economic Education.
- Staff supervise meals in the dining hall and many take a meal with the children. Table manners and appropriate social graces are modelled.

Good behaviour is continually reinforced and pupils are provided with excellent role models.

### **Support Systems for Pupils/Liaison with Parents & Other Agencies**

All pupils regardless of gender, race, age, ability or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards. Staff will be alert to signs of bullying or racial harassment and will follow school procedures for dealing with such incidents (Anti-Bullying Policy).

Where a child is failing to meet the expectations and standards for behaviour in school, targeted support mechanisms will be put in place to help the children in addressing their behaviour issues. First and foremost, the class teacher will spend time talking to the child to reinforce clearly the expectations and ascertain any reasons why the child is unable to meet them. The class teacher may decide to monitor the child's behaviour on a daily report and set small behaviour targets for the child to achieve. This will be organised in liaison with the child's parents and all members of staff involved in the pastoral care of the child will be informed to ensure a whole school approach. Individual education plan/behaviour plans may be used and will set small and achievable targets and possible resources and strategies will be identified.

In more serious or prolonged cases of misbehaviour, school may provide some 1:1 or small group intervention mentoring with a member of staff. This provides the child/ren with another trusted adult (aside from their class teacher) in whom they can confide and discuss their behaviour issues. It is important that these interventions are discussed with the class teacher to ensure a cohesive behaviour management strategy is in place.

The school enjoys strong relationships with parents and any concerns about behaviour will be raised at the earliest opportunity. The school recognises that children do misbehave from time to time and not all indiscretions will be reported to parents. However, when behaviour is having a detrimental effect on the academic progress or well-being child or their peers, and/or poses a health and safety risk, school will invite the parents to discuss the matter and work in partnership to support the child.

Occasionally, the school may involve the support of external agencies such as Educational Psychologists or Emotional and Behavioural Welfare Services through the Local Authority in managing the behaviour of children. This is usually when there are underlying historical issues surrounding the child's emotional and social behaviour and the school feels that the child and their family will benefit from specialised advice and support.

Children will be supported in managing their behaviour and school will involve parents and other agencies as appropriate in meeting the child's behavioural needs. We recognise that some pupils may need additional support in following the School's Code for behaviour and the Learning Charter and will make reasonable adjustments for pupils with educational needs/disabilities.

## **Bullying**

The school has a clear 'Anti-Bullying Policy' (available separately) and any conscious attempt to hurt, frighten or threaten someone else is regarded as a serious example of bad behaviour.

We will not tolerate bullying and we will deal immediately with any problems brought to our attention. These incidents are logged centrally.

## **Discipline and Sanctions**

We expect all pupils to behave in ways that support our safe and positive learning environment. If necessary, we will employ appropriate sanctions for individual circumstances. We aim to be consistent and fair, but recognise that professional judgement and discretion must be used in what can be widely differing circumstances. Discipline and sanctions are differentiated according to the age of the pupils.

Below are some typical examples of sanctions and reprimands that may be employed by staff when necessary. The examples are illustrative, rather than exhaustive. (Please see Appendix 6 for further detail).

**NB The school does not use corporal punishment.**

- We expect pupils to listen carefully and to co-operate in lessons. If they do not comply, we may ask them to move to a place near to the teacher, to sit on their own or to leave the room and join another class. In persistent cases, we may issue specific written targets for behaviour improvement. Parents will be informed, and the pupil will take the target list to all lessons in order that staff may record behaviour in the key areas. Throughout, the form teacher will monitor progress.
- We expect pupils to try to the best of their ability, in all lessons and activities. If staff consider that a pupil is not making a proper effort, the child might be asked to repeat a task and/or given additional work to reinforce the weak areas.
- Pupils must play sensibly and with considerations for others. Staff supervising the playground will intervene if behaviour deteriorates. A verbal reprimand may suffice, but in other cases the offending pupil may need to be isolated for a period. In some cases (e.g. those involving hurt to other children), staff may refer a pupil to a senior member of staff.

Below are further examples of sanctions typically adopted in schools that we may, if appropriate, adopt to help support pupils in improving their behaviour:

- The setting of written tasks, such as writing a reflection or a letter of apology
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day, sporting fixture or class trip.
- Missing break time.
- Detention / Reflection Time including during lunch-time or after school.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds, tidying a classroom or duties at lunchtime.

If appropriate, we will discuss behavioural problems with parents/carers to ensure, as far as is possible, that the standards and approaches adopted at school are mirrored in the home setting.

We believe that all sanctions will be reasonable and proportionate. Parents are welcome to discuss any sanctions that may be used but the school retains the absolute discretion to use those sanctions that are considered appropriate. If necessary, the school may impose the ultimate sanction of exclusion, fixed term or permanent (as advised in the Standard Terms and Conditions).

Where a pupil makes malicious accusations against a member of staff, they will have breached the School Code (Safe Voice). The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). Allegations against members of staff that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

**N.B.** When investigating behavioural issues, we expect to devote a **reasonable** amount of time to establishing what happened and who was responsible. However, our primary responsibility is as educators and the interests of the majority of well-behaved pupils must be respected. For that reason, we will sometimes make reasonable and appropriate decisions regarding reprimand or sanction without exhausting every possible interpretation. We expect parents to understand and to support this position.

### **Physical Restraint**

Physical intervention is only used if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where it has been necessary to use physical intervention to manage a child's behaviour will be recorded and parents informed on the same day.

All members of staff are aware of the school's policy regarding the use of force. Teachers do not hit, push or slap pupils. Staff will only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. The actions we might take are in line with official guidelines on the restraint of children.

### **Form Teachers**

Form teachers play a central role in promoting good behaviour. They have an overall pastoral responsibility for all pupils in their form. The form teacher provides continuity and guidance to pupils in upholding our high expectations in all aspects of school life particularly, in this regard, behaviour.

Form teachers record significant behavioural issues. Normally, the form teacher will deal personally with incidents. However if misbehaviour continues, or individual incident warrants, the form teacher will seek help and advice from either a senior colleague or the Deputy Headteacher – exceptionally, the Headteacher.

Form teachers work closely with parents and many issues, including minor behaviour problems will be discussed and resolved informally. Form teachers will usually comment about conduct (behaviour) in written reports and may also comment during parent consultations.

## Resolving Disputes

The school seeks the support of parents in all aspects of school life. We aim to maintain close links between school and home, working in partnership for the benefit of pupils. We expect to use reasonable discipline and sanctions, if necessary, in promoting high standards of good behaviour. We hope that parents will support the actions of the school.

If parents have any concern about the way that a pupil has been treated, they should initially contact the form teacher. If the concern remains, the parent(s) should arrange an appointment with the Headteacher. If this discussion does not resolve the issue, the parents may at that stage refer to the 'Complaints Policy', a copy of which may be obtained from the School Office or accessed from our website.

## Recording Behaviour Incidents

Each class has a historic behaviour file in which all incidents have been logged during a child's time at the school. Each child has their own section in the file and these files are passed up to the next teacher as the class moves through school. CPOMS has been introduced as a behaviour management tool and incidents are logged electronically with all relevant parties being able to access appropriate information to provide a cohesive picture of an individual's behaviour profile.

In addition, class teachers complete 'playground notes' each term to alert other staff on duty to issues with individual or groups of children so that they may be monitored. These notes and files are updated and shared regularly.

Time is given during weekly SLT meetings and staff briefings to raise concerns about individual children/groups of children so that thorough, widespread monitoring can take place. Staff are encouraged to report any issues to the class teacher.

If a member of staff has concerns about a child's behaviour, they endeavour to meet with the parents as soon as possible to make them aware, ascertain any personal reasons for the behaviour and seek their support in addressing the issues with the child. These meetings are minuted and placed on file.

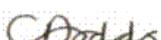
For serious behaviour incidents, which require more stringent sanctions such as internal exclusion or fixed term exclusion by the Head or Deputy Head, an electronic record is maintained detailing the serious behaviour and the sanctions taken.

## Review

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: September 2017

Policy Review Date: September 2018

Signed (Headteacher): 

Signed (Chair of Governors): 

## Appendices

Appendix 1 – The Froebelian School Code

Appendix 2 – The Whole School Learning Charter

Appendix 3 – The Role of the Staff

Appendix 4 – Steps Strategy

Appendix 5 – Class Dojo

Appendix 6 – Rewards

Appendix 7 – Sanctions

Appendix 8 – Useful Resources

THE FROEBELIAN SCHOOL

# Our School Code

**Safe hands**  
**Safe feet**  
**Safe voice**  
*together create a  
happy school*



 THE FROEBELIAN SCHOOL  
GIVING A FLYING START TO THE CITIZENS OF TOMORROW

## Appendix 2 The Whole School Learning Chart

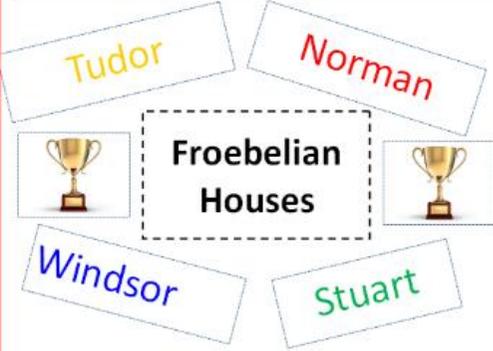
All pupils have the **Responsibility** to:

- Follow our School Code
- Behave well throughout the school day
- Be ready to learn and enable others to learn
- Respond positively to advice and challenges
- Treat all members of the school community with respect
- Keep everyone safe
- Speak up about our concerns
- Wear our school uniform correctly and with pride
- Look after the school environment
- Do the very best we can at all times

# THE FROEBELIAN SCHOOL LEARNING CHARTER

All pupils have the **Right** to:

- Be happy
- Become successful learners
- Learn without being distracted
- Be heard
- Feel safe
- Feel cared for
- Be supported
- Have equal opportunities and celebrate our differences
- Be included and treated fairly
- Not be judged



**Froebelian Houses**

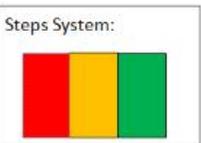


**Our School Code**



**Our Rewards:**

- Froebelian Flyers
- House Merits
- Catch Me Being Good cards
- 5, 10, 15 and 20 Star Awards (FIII and FIV only)
- Steps System (LKG, KG and Transition)
- ClassDojo (Remove, FI, FII, FIII and FIV)


**Our Sanctions:**

- Steps—red, orange, green
- Minus ClassDojo points
- Consequences:

Level 1

Level 2

Level 3

Admin docs/policy documents/pastoral care

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Appendix 3  
The Role of the Staff

**The Role of Staff**

Member of staff	Responsibility	Action
Teaching assistant / teacher / lunchtime supervisor / Breakfast Club and HAC staff	<p>Report all inappropriate behaviour to the relevant class teacher as soon as possible.</p> <p>Raise awareness of any concerns regarding pupil's behaviour witnessed as soon as possible</p>	<p>Class teacher to record incident in the class behaviour file along with any relevant communication and follow up action. Investigations may be necessary to gain a clear view on the incident – relevant staff may be asked to help with this. All notes to be ideally typed up and entered into all relevant pupils' behaviour records. Relevant emails and correspondence to also be entered into behaviour files.</p> <p>NB LKG &amp; KG staff to use professional judgement as to whether to log an incident – this will be based on the frequency and significance of the incident. If there has been a conversation with a parent re the behaviour then it must be logged. A half term summary might be more appropriate for the younger children.</p>
Class teacher	Maintain behaviour notes on all incidents	Keep up to date on logging incidents in behaviour files
Class teacher	<p>Implement sanctions for low level inappropriate behaviour.</p> <p>Decide if notification to parent(s) is necessary and / or Key Stage Co-ordinator / Deputy Head</p>	<p>Agree sanction with pupil and organise when, where and how it will be carried out. Record sanction in behaviour file. Notify parents and / or Co-ordinator / Deputy Head if necessary.</p>
Key Stage Leader / Co-ordinator: EYFS – KS KS1 – JM KS2 – SS	Monitor behaviour files	Check all behaviour files / notes are being kept up to date and give feedback where necessary on a half termly basis
Key Stage Leader / Co-ordinator: EYFS – KS KS1 – JM KS2 – SS	Lead department briefings including discussion on behaviour issues and concerns about pupils	Record minutes of briefings. Put copy of minutes in the Communication file. Circulate electronically minutes to all staff involved in teaching relevant key stage.
Key Stage Leader / Co-ordinator: KS2 – SS	Be available for guidance regarding behaviour issues	<p>Discuss with staff incidents and agree on an appropriate sanction(s).</p> <p>Co-ordinators to raise awareness of particular behaviour issues e.g. prevalent use of bad language in the playground at department meetings and agree a consistent approach from all staff. Co-</p>

		ordinators to pass on to other co-ordinators cross phase issues. Co-ordinators to share significant incidents / issues at SLT meetings.
Key Stage Leader / Co KS2 – SS	Discuss, agree and impose more significant consequences when required	Look at historical situation, communication with parents, individual child's circumstances and agree an appropriate sanction. Decide who is going to inform the child, parent and supervise the sanction.
Deputy Head	Prepare weekly staff briefing notes for all staff	Summarise briefing notes on a weekly basis. Share with staff any behaviour issues and concerns about pupils. Put copy of minutes in the Communication folder and circulate copy of minutes electronically to all staff.
Deputy Head	Meet with lunchtime supervisors  Act as conduit between class teachers and SLT	Summarise briefing notes on a weekly basis.  Discuss lunchtime behaviour issues in the HUB and outside. Formulate united solutions.
Deputy Head	Be available for guidance regarding behaviour issues for all staff and / or parental concerns – prior to discussing with the Head teacher	Discuss with relevant colleagues behaviour issues and agree on an appropriate sanction when required. Lead discussion of significant incidents / issues at SLT meetings. Discuss with Head teacher significant issues and agree on appropriate solutions
Head teacher	Be available to all staff for significant concerns regarding pupils' behaviour and / or parental concerns	Discuss concerns / issues with SLT / Deputy Head as and when required. Implement serious consequences after consultation with relevant parties Update Governors on behaviour issues at Education Committee Meetings / Council Meetings when required. Seek Council advice / guidance when required. Maintain communication with parents when engaged in sanctions.

All staff on duty are expected to actively supervise all pupils at all times in the Hub and various playgrounds and especially before school, at break and lunch times.

This means that staff on duty should position themselves strategically so that between them, all areas of the playground are visible. Positions may need to be adjusted periodically as and when incidents/accidents occur and staff should remain alert as to the whereabouts of other colleagues on duty. Make eye contact regularly with the children and intervene as early as possible where

behaviour or play is rough, unsafe or inappropriate. Staff should be aware of hidden areas, misuse of play equipment and potential hazards to safety.

### **The Role of Children**

Everyone is expected to uphold the school code:

#### **'Safe Hands, Safe Voice, Safe Feet'**

Anyone caught breaking this code in any way will face sanctions.

Appendix 4  
Steps Strategy

Steps System for Pre Prep - LKG, KG & Transition

For Transition—5 steps



**NB** this chart can be customised for each class but the colours used should be the same throughout the school.

Step 1  
Warning



Step 2  
Second verbal warning



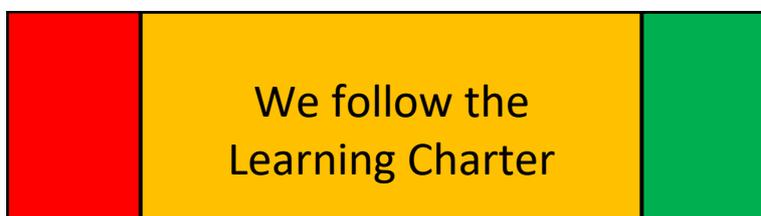
Step 3  
Sanction



Each pupil has their own peg and they move across the chart horizontally.  
Each pupil starts in the middle – amber- section every morning.



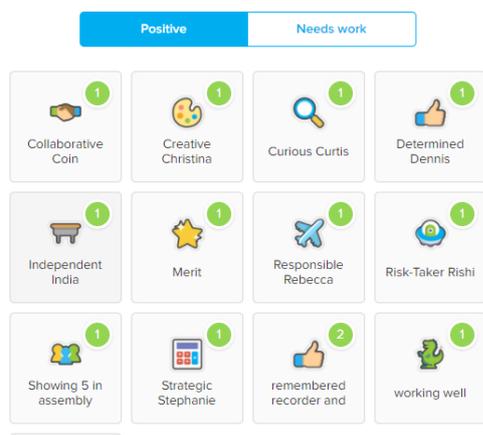
For LKG & KG 3 steps



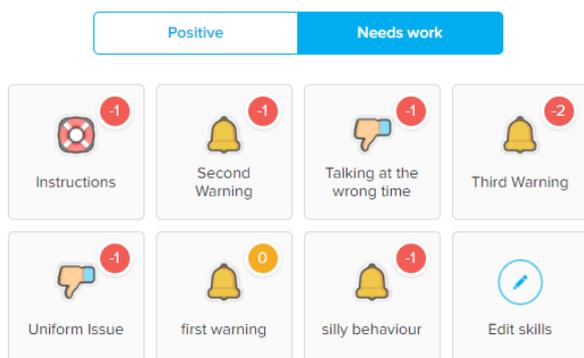
N.B. all pupils are expected to be on the middle—amber—section at the beginning of the day and remain there during the day. If their behaviour deteriorates they will be moved into the appropriate pink /red step section. If their behaviour is exemplary they will move to the green section(s). Children can move either way throughout the day. Rewards are at the discretion of the teacher. Some may want the children to have the feel good factor and no material reward, others may award merits at the end of the day / week or a certificate.

## Appendix 5 ClassDojo

ClassDojo is an online based reward system which promotes positive learning behaviours. Each class from Remove upwards will be awarded positive reward points and negative target points from all teachers and support staff in school and these points will be added to a class tally. Each class teacher will have a specific set of positives linked into the Froebelian Flyers learning behaviours it will be up to the class and class teacher to adapt their positive reward points to reflect the needs of the class.



Along with positive reward points there will also be a stock set of negative target points for areas which 'need work'. Again it will be up to the teacher and class to deduct individual points where they see fit.



The main benefit of the ClassDojo system is its positive support and approach to behaviour and learning. It is a reward system not a punishment system. Along with this each teacher and support staff can add points instantly for all children from Remove upwards. Points can be tracked by the teachers and should be reviewed weekly by the class and class teacher so they can reflect on the past week and improve upon target areas for the coming week; giving pupils further ownership of their behaviour and learning.

### Privacy and security

ClassDojo collects a minimal amount of information about students (just a name) to provide its service. Pupils will have their first name and last initial on the system nothing more. Linked to this each adult user has their own secure log on and password which they will use to access the system from a laptop or an iPad.

## Appendix 6 Rewards

Within each class (year group) there are reward systems in place tailored to that age and cohort. These reward systems link into the relevant reward system for the Key Stage in addition to the House Merit System. Examples of such reward systems used are listed below:

- Themed Tables with Points are being awarded for good behaviour and teamwork and then a winning table is announced on a Friday. The winning table members get a prize.
- Badges for times tables and spellings.
- Triumph Tree – if you do something really special in the week your name goes on the Triumph Tree eg you are really kind to someone, you get all your tables right for the first time.
- ‘Hall of Fame’ and each name is read out and each child comes out to the front and their achievement is celebrated.
- Special certificates are awarded on a Friday before home time
- Badges for full marks, high scores and improved scores in times tables, spellings and mental maths
- Buses – each table has a bus. You have to travel around the board stopping along the way. To be able to move your bus you have to have 8 tickets. Destinations the children have travelled to already include London, Paris, Berlin and now they are trying to get to the Swiss Alps. If you manage to reach the destination then you are rewarded with Golden Time.
- Kindness Tree– you go on the kindness tree if you pass the kindness test
- Piggy banks – each table has a special piggy bank and all pupils can be rewarded with coins, working towards building up the highest total for the team
- Good notes / stickers – towards 5, 10, 15 and 20 star awards
- Class award – pupils and FIV staff nominate children over the week and then a raffle, from all the nominations, is held each Friday and a prize is awarded.

## Appendix 7 Sanctions

This list of suggested sanctions is neither intended to be prescriptive nor exhaustive but a guide of potential strategies to employ. Staff are encouraged to select the most suitable and practical sanction and should seek advice / support from a member of the Senior Leadership Team if required.

### Low-Level Unacceptable Behaviour Sanctions – LEVEL 1

The type of possible low level behaviours which might warrant a **LEVEL 1 sanction** are:

- Calling out after 1 warning
- Out of seat unnecessarily more than once
- Poor homework / not done
- Distracting other children
- Not getting on with own work / time wasting
- Pushing
- Ignoring instructions
- Continuing with silly behaviour in the playground following a warning
- Not doing as you are asked the first time
- Being late for a lesson with no good reason
- Not having the right equipment / kit (after a reminder)

Suggested sanctions:

- ✓ Moved to sit near an adult
- ✓ Moved to sit alone
- ✓ Verbal warning given
- ✓ Time out of the activity
- ✓ Time taken off break / lunch – 5 – 15 minutes standing by the wall
- ✓ Miss playtime
- ✓ Redo task in own time – inform parents via planner or email
- ✓ Reflection time with an adult to consider impact of their behaviour
- ✓ Hold playground supervisor's hand for approx. 5 minutes (EYFS)
- ✓ Stand by the stone wall for approx. 5 minutes (Tran/Rem) and the form teacher should be informed at the end of the break time.
- ✓ Send a Pre Prep pupil into their classroom, supervised, to sit on the carpet and miss some break / lunchtime
- ✓ Go to apologise if other children have been hurt.
- ✓ Miss afternoon break standing **outside** by the wall to observe safe play in the playground
- ✓ Miss a break or lunch time break by staying **inside** the classroom, to think about their actions.
- ✓ Time out to draw / write a letter of apology (where physical or emotional hurt has been caused to others)

### Medium-Level Unacceptable Behaviour Sanctions – LEVEL 2

The type of possible medium level behaviours which might warrant a **LEVEL 2 sanction** are:

- Calling out repeatedly after 2 warnings
- Out of seat repeatedly unnecessarily
- Not giving in homework
- Deliberately distracting other children
- Poor quality homework / not done
- Lying
- Kicking, biting, deliberately pushing
- Unsafe play at play or lunch time with hands or feet
- Rudeness to another pupil
- Spitting
- Answering back
- Inappropriate language (silly)

Suggested sanctions:

- ✓ Complete an extra dinner duty
- ✓ Attend different lunch sitting to their peers
- ✓ Spend time in Pre Prep playground away from their peers
- ✓ Time out to discuss/record the impact and consequences of their actions with the teacher and consider how they will do things differently in future
- ✓ Time out to observe safe play in the playground
- ✓ Time out to write a letter of apology (where physical or emotional hurt has been caused to others)
- ✓ Missing a break or lunchtime to pick up litter, tidy up tasks, copy out a suitable poem or text etc
- ✓ Missing part of a favourite lesson or a fixture if it is a sport misdemeanour (but children are expected to catch up on work missed as appropriate)
- ✓ Go to apologise if other children have been hurt.
- ✓ Miss afternoon break standing **outside** by the wall to observe safe play in the playground
- ✓ Miss a break or lunch time break by staying **inside** the classroom, to think about their actions.
- ✓ Time out to write a letter of apology (where physical or emotional hurt has been caused to others)

### High-Level Unacceptable Behaviour Sanctions – **LEVEL 3**

The type of possible high level behaviours which might warrant a **LEVEL 3 sanction** are:

- Violence
- Damage to property
- Rudeness to any adult
- Inappropriate language (swearing)
- Bullying including cyber-bullying
- Racism
- Homophobia
- Poor behaviour on a school trip / residential / event / fixture i.e. whenever representing school

Suggested sanctions:

- ✓ Complete a task for Mr Trafford – eg help mend property

- ✓ Miss sports match or club following the incident
- ✓ Period of isolation
- ✓ Reflection time with a Senior Management member of staff
- ✓ Removal of responsibilities – Captaincy role, which will then have to be earned back
- ✓ Removal of privilege – Leavers' tie, which will then have to be earned back
- ✓ Miss special event / trip
- ✓ Write a letter of apology
- ✓ Fixed term exclusion
- ✓ Expulsion

**NB any LEVEL 3 behaviour will be dealt with by an Senior Leadership Team member of staff and parents will be informed.**

Records will be made of the sanctions imposed using the CPOMS system. Parents will be contacted by class teachers on a regular basis as seen necessary / appropriate and if a child receives two or more sanctions in a half-term (or earlier if the nature of the behaviour warrants parental involvement).

If a child's behaviour continues to be challenging after following the above procedures, or if there is a serious behaviour incident (such as fighting, bullying or racial/homophobic attacks), the child will be sent to see the Deputy Head (Juniors) or KS/JM as EYFS/KS1 Co-ordinators (Pre-Prep). Appropriate sanctions to reflect the persistence or seriousness of the behaviour will be imposed. Parents will be informed and may be invited into school to discuss their child's behaviour.

The Headteacher will become involved as required and will impose more serious sanctions such as fixed-term exclusions (internal or external) or permanent exclusion as appropriate. Parents will be invited to attend a meeting with the Headteacher to discuss these in advance of the child being informed. These exclusions will be recorded on the child's file and will be passed on to their next school.

## Appendix 8

The following useful resources can be found in Flying-Behaviour-Useful Resources

- Reflection sheets - sheets – consequences of my actions, how I would do things differently
- Sanction templates – letter format; coaching conversation prompts
- Circle time activities
- Peer group workshops;
- Form to complete for behaviour incident
- Form to be completed re investigation into an incident
- Form to complete to send to Deputy Head detailing incident / sanction
- Websites
- Positive Praise reminders