



BEHAVIOUR, REWARDS AND SANCTIONS POLICY

The following policy is in accordance with *Behaviour and Discipline in Schools (January 2016)*.

SCOPE

This policy applies to Quinton Hall School – the John Lyon Prep School. All references to ‘the School’ refer to Quinton Hall School except where otherwise specified.

STATEMENT OF INTENT

Quinton Hall School seeks to provide a rounded education in a nurturing environment, in which each child is personally valued and challenged to pursue the highest standards in spiritual, moral, cultural, intellectual and physical development. The School has a moral duty to all pupils, parents and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

AIMS

- To promote positive behaviour for learning.
- To teach and model values and attitudes, as well as knowledge and skills. To promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.
- To define the role of teachers and staff in establishing and maintaining excellent standards of behaviour in the School.
- To state what is expected of the pupils.
- To state what is expected of parents.
- To provide a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions and consequences that will follow.
- To deal with problems and issues relating to behaviour and conduct in a caring, consistent and firm manner to help achieve an improvement in behaviour and conduct.
- To prevent bullying.
- To ensure the wellbeing of all pupils is catered for.

POSITIVE BEHAVIOUR MANAGEMENT AND USE OF REWARDS AND SANCTIONS

A major aim of the school policy is to encourage all pupils to practice good behaviour by the operation of a system of praise and reward. In line with good practice, all staff will seek to build positive relationships with pupils and seek opportunities to celebrate and praise good behaviour good work and other achievements both large and small. Recognition of performance is provided in a variety of ways and given public acclamation at school assemblies. Staff should also seek opportunities to offer praise and recognise good work and behaviour in an on-going manner.

The School aims to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy and stimulating environment. The School expects a high standard of behaviour and value is placed on the qualities of self-discipline, independence, initiative and mutual respect.

Pupils and parents should be aware that irresponsible, selfish and inappropriate pupil behaviour will lead to sanctions being applied in a consistent and fair manner. The school will do all in its power to investigate incidents which have a disciplinary aspect to them in order to ascertain who is culpable. Experience shows that it may prove impossible to form a totally clear picture of what has occurred when relying solely on the hearsay evidence of pupils. As a result, disciplinary decisions may have to be made on the basis of the weight of evidence.

THE ROLE OF TEACHERS AND STAFF

Teachers set the tone for pupils' behaviour by maintaining a positive attitude at all times and promoting high expectations for all School activities. All staff are expected to demonstrate to pupils courteous, considerate and polite behaviour at all times. Staff must never use any form of abusive or humiliating remarks and are expected to be good role models.

In the classroom, teachers and teaching staff should set out clear expectations, be fair and engage pupils whilst applying a positive approach towards discipline. They should show appropriate appreciation for effort and achievements through the use of encouraging words and suitable rewards, such as stickers, moving up the behaviour chart, house points, emails home and certificates.

Teachers and teaching staff should always aim to manage behaviour positively, especially when administering sanctions or dealing with challenging behaviour. They should encourage the pupil to maintain dignity and be able to make a fresh start. Staff should only use physical restraint in lawful circumstances, for example to prevent pupils from hurting themselves or others, as set out in the *Use of Reasonable Force in Schools (July 2013)*. Any use of reasonable force must be reported to one of the Deputy Head Teachers or Headmaster.

Teachers will need to take into account the individual circumstances of children with SEND and make reasonable adjustments as necessary, in accordance with the *SEND Code of Practice (January 2015)*.

EXPECTATIONS OF PUPILS

Pupils are expected to be polite and show consideration towards one another, school staff and visitors. Pupils in Years 1 to 6 are invited to make a contribution to determining school behaviour management policy through representation to the School Council. Pupils are expected to follow the **School's Code of Conduct**, as follows:

All members of the Quanton Hall Community observe the Golden Rule in treating all others as they themselves would like to be treated – with courtesy, good manners and respect.

- We use kind, polite, respectful words.
- We keep our hands and feet to ourselves.

- We care for our school environment and respect all property.
- We take a pride in our appearance and wear correct school uniform and games kit at all times.
- We respect and observe all out-of-bounds and 'no go' areas of the school.
- We endeavour to be punctual at all times.
- We do not bring any sweets or chewing gum into school.
- We move around the school building and site in a safe manner, showing consideration for others by walking to one side and in a quiet manner.

THE ROLE OF PARENTS

Parents accept the values, philosophy and expectations of pupils, by the school, when they accept a place for their child. They have the primary role and responsibility for the development of positive behaviour of their child and the school works to further develop and consolidate this in the day-to-day life and experiences of their child while in school.

Parents can help by:

- By recognising that an effective school behaviour policy requires their support.
- By being familiar with school rules and the code of conduct and discussing these with their child.
- By attending parental consultation evenings, social functions and generally developing open and positive relations with the school.
- By knowing that effective teaching and learning can only take place within a culture of mutual respect, courtesy and a commonly understood framework of discipline and behaviour.
- By supporting the school where sanctions are applied.

REWARDS

A range of strategies, both informal and formal, exist to provide positive recognition and reward for good behaviour and work.

The relationship between any teacher and pupil is fundamental and provides opportunities for praise, both verbally and in comments when marking work. Assemblies also provide opportunities for the achievements and efforts of pupils to be recognised, shared and celebrated.

Rewards in EYFS (Nursery and Reception)

In Nursery, children are rewarded with verbal praise, stickers and positive communication to parents.

In Reception, pupils are also rewarded with praise, stickers and positive communication. Each child is placed on a Weather Behaviour Chart. Children start the day on the sunshine. They are rewarded with verbal praise and moving up the chart. If they move onto the Superstar, they receive a sticker at the end of the day. The chart resets each day.

"Learning Superhero" Certificates are awarded to individuals at the end of each week.

The Reception class also has a marble jar. If they display positive behaviour as a class, then a marble is added to the jar. Once the jar is full, the class receives a reward, such a class party or movie.

Rewards in the Pre-Prep (Years 1 and 2)

Pre-prep pupils are rewarded with verbal praise. Each child is placed on a Weather/Superhero Behaviour Chart. Pupils start the day on the sunshine. They are rewarded with verbal praise and moving up the chart. If they move onto the Rainbow or Perfect Platinum, they receive a sticker. If they move onto the Pot of Gold or Dazzling Diamond at the top of the chart, they receive a small prize at the end of the day. The chart resets each day.

Individuals are also rewarded with certificates during the weekly assembly.

The Pre-prep classes also have a ladybird chart. If they display positive behaviour as a class, then a spot is added to the ladybird. Once the ladybird has all its spots, the class receives a reward such as a class party or movie.

Rewards in the Prep School (Years 3 to 6)

Pupils in Years 3 to 6 are praised for good behaviour, effort, helpfulness and for providing a good role model to younger pupils.

All pupils in Years 3-6 are placed in one of four Houses and they can earn house points. These can be awarded by any member of staff. They can only be given in single units and once awarded, cannot be taken away. House points should be recorded with the work done and in homework diaries. They are also entered into iSAMS to be recorded.

Children are awarded House Point Certificates as follows: 25 Bronze, 50 Silver, 75 Gold, 100 Platinum, 125 Titanium, 150 Diamond etc. can be awarded to pupils. A weekly tally is taken of house points earned and any certificates earned are awarded at assembly.

A Blue Card for exceptional academic work can be awarded and is worth 3 house points.

A Good Citizenship Award, worth 5 house points can be awarded and nominated by any staff member to Headmaster. Certificates of Merit and Good citizenship are not easy to earn and reflect the value of house points and the expectations for work and behaviour.

A Headmasters Certificate, not more than 2 or 3 to be awarded per year, for exceptional achievement i.e. displaying courage and fortitude during serious illness, or as result of extreme family difficulty; exceptional achievement in sport, music, art or drama, both inside or outside school – at a high level.

Opportunities exist within the school community for pupils to display work, engage in presentations, drama and assemblies and the efforts of pupils here can be acknowledged and celebrated. A comprehensive range of awards also exist to recognise and reward sporting achievement and participation including medals and trophies during end of term awards. Colours are awarded as and when meritorious performance has been made.

SANCTIONS

Sometimes a word of admonition is sufficient to deal with an act of thoughtlessness or selfishness. However, sometimes further sanctions are needed to correct undesirable behaviour. A range of sanctions are available to staff and can be used as appropriate to the age of the child and the severity of the misdemeanour.

Classroom Management Strategies

To deal with low-level undesirable behaviour in lessons, teachers may use a low-level intervention without the need for a more formal sanction. These include a steady look, non-verbal signals, questioning the student or using their name, giving the student a choice and praising other children who are modelling more desirable behaviour. It is also important to remember that much poor behaviour in the classroom stems from pupils finding the work too difficult. Teachers should be prepared to give support or repeat instructions if necessary.

Sanctions in EYFS (Nursery and Reception)

In Nursery, when negative behaviour is displayed, children are spoken to by staff to discuss their feelings, actions and any consequences. Their parents may be contacted for more serious or repeated difficulties.

In Reception, if negative behaviour is displayed the children move their name from the sunshine to the cloud. If this behaviour continues, they move their name to the thunderstorm and may receive another appropriate sanction, such as their parents being informed or a time out. The behaviour chart resets each day.

For more serious or repeated behaviour difficulties, pupils may have time out of an activity or playtime. If necessary, children may receive specific target charts based on their personal areas of need.

Sanctions in the Pre-Prep (Years 1 and 2)

In the Pre-Prep, if negative behaviour is displayed the children move their name from the sunshine to the cloud. If this behaviour continues, they move their name to the thunderstorm and may receive another appropriate sanction, such as their parents being informed or a time out. The behaviour chart resets each day.

For more serious or repeated behaviour difficulties, pupils may have time out of an activity or playtime. If necessary, children may receive specific target charts based on their personal areas of need.

Sanctions in the Prep School (Years 3 to 6)

TEACHER DISCRETION – When a pupil fails to meet the accepted standards in work or conduct, staff may exercise their own professional discretion in the manner in which they deal with the problem. They may use a variety of corrective strategies that may include repeating work, issuing further work, missing play time and talking with the pupil to illustrate why work or behaviour is not satisfactory.

RED POINTS – Direct disobedience or repeated poor behaviour after a warning is awarded a Red Point, which is recorded in the pupil's homework diary and on iSAMS, including a summary of the reason it has been awarded. Red Points cannot be removed or challenged by parents. No more

than one Red Point can be awarded for any offence. Three Red Points in half a term mean the pupil is then placed in formal detention.

REPEAT WORK SLIP – Failure to hand in homework when requested gains a Repeat Work Slip, which is sent home for resubmission by the pupil. This is done by sending a Repeat Work request on iSAMS, which is then emailed to parents. Form Tutors and the Headmaster are copied into this email to track Repeat work. Failure to complete this repeat work in the set time results in a Red Point and the work will be completed in a lunchtime detention.

WITHDRAWAL FROM CLASS - A pupil may be removed from a class in order to prevent a situation from escalating or to remedy a particular problem. In such cases, the pupil should be escorted to the nearest class by another pupil along with an explanatory note and work for them to do. If this is not possible the School Office should be telephoned for a member of SMT to collect the pupil directly and take them to a suitable place. The teacher removing the pupil should make a record of this on a Pupil Incident Form and parents should be informed.

FORMAL DETENTION – A pupil in Year 5 or 6 who gains three Red Points in a half-term is referred to the Headmaster, who will issue a Detention Notice, which is sent home and acknowledged by their parents. Detention is served between 4:30pm and 5:30pm on Friday, supervised by a member of the teaching staff. In Years 3 and 4, detention notices are issued by a member of the SMT, and a detention is served during lunchtime. A third detention gained by a pupil of Year 3 or 4 is served at a Friday Detention after school. A Detention can also be issued as a result of a continuing pattern of concern over behaviour or academic progress or for a single significant breach of school rules. Detentions take precedence over any other activity in which a pupil may be involved and other than absence from school, no other reason is acceptable for failure to attend.

Contacting Parents

On an informal basis, teachers can liaise with parents by telephone at an early stage of a developing problem in order to remedy the situation and avoid an escalation. Subject teachers must inform Form Tutors before contacting parents.

Academic and Behaviour Concern

Where a problem is either serious or minor but recurrent, the teacher details the nature of the problem and its context. This is shared with Form Teacher, Headmaster. The member of staff noting the concern will indicate what steps are to be taken. The outcome of this will be communicated to the pupil and where necessary, parents contacted.

Daily Report or SMART Target Sheet

Where a pattern of behavioural and/or academic concerns emerges, in combination with other sanctions, a pupil may be placed on a Daily report in order to closely monitor and record any improvements or deterioration and feedback to parents. The period of Daily Report is between one and two weeks in length and the pupil is required to produce their Report Card at the end of each lesson for the teacher to write a short comment and provide grades for effort and behaviour. The pupil will take the Report card to the Form Tutor at the end of each day for review and comment and then take it home where a parent must sign to acknowledge that they have read it. At the end of the period, the pupil's progress will be assessed and a summary report written

which will recommend appropriate action i.e. the problem has been resolved/behaviour and work is much better or that further steps are necessary.

In some instances, it may be felt that a more narrowly focused Target Sheet may be used instead of a Daily report. These can be introduced where a pattern of behaviour and/or academic concern emerges, affecting academic work in class. They are a way of setting pupils SMART (Specific/Measurable/Attainable/Realistic/Time-based) targets for longer than a two week period. They are a means of tracking pupils with difficulties that are inhibiting their learning such as constant chatting, poor personal organisation, disrupting the work of others, lack of care for work or others etc. Smart Target Sheets are issued in agreement between the issuing teacher, the pupil and the Headmaster, Deputy Head Teacher or SENDCo as appropriate.

Corporal Punishment is not used in any form as a sanction in this school.

SERIOUS OFFENCES

The School considers fighting, bullying, use of inappropriate language, disrespect towards members of staff and vandalism as serious offences, for which the punishment is immediate referral to the Headmaster. The pupil will be interviewed, to ascertain the reason for the offence and to point out the undesirability of the pupils actions. The Headmaster uses his discretion when setting a punishment. Offences of this nature are recorded on blue Pupil Incident Form, available digitally on the "Read Write" drive, or in hard copy in the staff room.

Further sanctions are imposed by the Headmaster following discussions with the relevant staff. In all cases where the Headmaster has been involved, the parents are contacted, either by email or telephone and a record of the communication is kept on file.

First Formal Warning

The Headmaster will issue a First Formal Warning to a pupil who, over a period of time has failed to meet the expectations of the school in either academic or behavioural terms. The Headmaster will notify parents of his intentions to issue a First Formal Warning and if appropriate, meet with them. The pupil will also be informed verbally, by the Headmaster, with a second adult present, of his decision. The parents will have previously been informed of concerns.

Fixed Term Exclusion

Temporary Exclusion from School can be applied by the Headmaster for a period of up to three teaching days, in order to respond to a repetition of behaviour after the issue of a First Formal Warning. Parents will be informed in writing, with details of the reason and dates for exclusion, **five teaching days before this sanction takes place.** The Headmaster may impose an immediate exclusion if a child has broken school rules and when allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

Final Formal Warning

A Final Formal Warning will be considered for a pupil whose behaviour or academic effort continues to be of a serious concern over an extended period of time and where a First Formal Warning and Temporary exclusion has had no effect. There will have been little or no sustained pattern of improvement or response to the standard sanctions and a level of obvious non-compliance or co-operation. Any further single serious breach of the school code of conduct and expectations will lead to the withdrawal of a place at the school.

Permanent Exclusion

This is to be the sanction of last resort issued in the interests of the offending pupil and the pupil body as a whole, where acts of physical and verbal violence or persistent and repeated disrespect and non-co-operation have been perpetrated even after the issue of a First and Final Formal Warning. The Headmaster will inform Governors immediately that the decision to permanently exclude a pupil has been made.

TRACKING AND RECORDING BEHAVIOUR

In the EYFS and Pre-Prep, teachers record when a child has reached the bottom of the behaviour chart (e.g. the Thundercloud), giving a brief reason, on the Behaviour Chart Log, accessible on the Read Write drive.

In the Prep School, Form Teachers check Homework Diaries frequently and to count up House Points weekly, recording these on iSAMS. At the end of each term all the House Points are added up and the final score for each pupil contributes towards the Inter-House Competition.

Effort Grades for pupils in the Prep School are recorded and sent home half termly for each subject for pupils and average scores are calculated and shared with staff. Students are awarded their "House Colours" for exceptional effort.

Red Points are recorded on iSAMS with a summary of the reason for each one. These are reviewed regularly by the Deputy Head Pastoral and half termly by the Headmaster.

For all areas of the school, The Deputy Head Pastoral maintains the Behaviour and Bullying Log, which is accessible to all members of the SMT on the SMT drive. Any behaviour incidents that have resulted in a sanction or could be a symptom of bullying are recorded, along with a record of any sanction imposed and contact with parents.

Any safeguarding concerns are reported to the Prep School DSL and recorded on CPOMS.

COUNTER BULLYING PROCEDURES

The School aims to ensure that all pupils should feel safe at school and enjoy their education. The School takes a strong stance against all forms of bullying, using the sanctions outlined above. Full details of our anti-bullying strategies are found within the Anti Bullying Policy.

SEXUAL MISCONDUCT INCLUDING SEXUAL HARASSMENT AND ASSAULT

The School will not tolerate sexual misconduct in any form. Sexual harassment includes, but is not limited to:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the School will consider when any of this crosses a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature;

- online sexual harassment, including sharing of sexual images/videos, sexualised online bullying, unwanted sexual comments and messages, sexual exploitation, coercion and threats.

Staff are trained to identify and report any inappropriate sexual behaviour in children of all ages and allegations will be handled in accordance with the School's Safeguarding Policy, *Keeping Children Safe in Education (September 2021)* and *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)*. All safeguarding concerns are reported immediately to the Prep School DSL and recorded on CPOMS. Where necessary, the police and/or local Safeguarding Board may be involved.

Pupils are taught what behaviour is and is not acceptable in age-appropriate ways. Throughout the school, pupils are taught about relationships in RSE sessions using the Jigsaw scheme. The EYFS and Pre-Prep use the NSPCC "Pants" scheme.

THE ROLE OF PSHCE

During the weekly PSHCE lesson, teachers often discuss issues such as bullying, inappropriate behaviour and being unkind to each other. Such issues are also mentioned in Form Time and Assemblies. In the Pre-Prep circle time is used and at the end of each week, Golden Time is used to reward good behaviour during the week.

DISCIPLINE OUTSIDE THE SCHOOL GATES

The law states that teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. Examples of such occasions may be while a pupil is taking part in any school organised activity, travelling to and from school or wearing school uniform. The School will discipline pupils where online behaviour causes upset and/or harm to others in the School community. The School would investigate incidents that have taken place outside the school premises where upset and/or harm has been caused to others in the School community, and/or have brought the School into disrepute.

Appendix I

EYFS and Pre-Prep Behaviour Ladder

Level	Examples of behaviour	Sanction(s)	Liason	Futher Action
0	Low-level misbehaviour Rushing indoors Calling out	Low-level intervention Reminder of expectations	Teacher only	Nothing formal noted
1	Repeated low-level misbehaviour Unsatisfactory work Lack of manners	Verbal reprimand Warning	Teacher Form tutor	Verbal apology Restorative conversation
2	Persistence of Level 1 behaviour Disruptive behaviour Unkindness towards other children Low-level physical behaviour Refusing to follow instructions Rudeness	Move down behaviour chart Withdrawal from activity Short time out	Form Tutor SENDCo (if appropriate)	Record on behaviour log Restorative conversation
3	Persistence of Level 2 behaviour Violence or aggression Threatening behaviour More serious unkindness Defiance	Move to thunderstorm Time out Missing fun activity	Form Tutor Head of EYFS/ Head of Pre-prep DHT Pastoral SENDCo (if appropriate)	Inform parents Record on behaviour log Record on behaviour chart log
4	Persistence of Level 3 behaviour Abusive language Violence Bullying Vandalism Persistent defiance Another serious one-off incident	First Formal Warning Withdraw pupils from activities Internal Exclusion Fixed Term External Exclusion	DHT Pastoral Headmaster Inform all staff	Inform parents Record on behaviour log Record on CPOMs
5	Persistence of Level 4 behaviour	Final Formal Warning	Headmaster	Formal procedure followed
6	Persistence of Level 4/5 behaviour despite warnings	Permanent Exclusion	Headmaster	

All sanctions are decided on with a degree of discretion depending on circumstance. Sanctions available at each level may be used alone or in conjunction. Serious behaviour may escalate directly to a higher level.

Reasonable adjustments may be made to accommodate individual needs or circumstances.

Appendix 2

Prep School Behaviour Ladder

Level	Examples of behaviour	Sanction(s)	Liason	Futher Action
0	Low-level misbehaviour Scruffy uniform Rushing indoors	Low-level intervention Reminder of expectations	Teacher only	Nothing formal noted
1	Repeated low-level misbehaviour Late to class Unsatisfactory work or homework Lack of manners	Verbal reprimand Warning Repeat work slip	Teacher Form tutor	Verbal or written apology Restorative conversation
2	Persistence of Level 1 behaviour Disruptive behaviour Unkindness towards other children Low-level physical behaviour Refusing to follow instructions Rudeness	Red point Short break or lunchtime detention Withdrawal from classroom/activity	Form Tutor DHT Pastoral SENDCo (if appropriate)	Record on behaviour log Restorative conversation
3	Persistence of Level 2 behaviour 3 Red Points in half a term Violence or aggression Threatening behaviour More serious unkindness Defiance	Detention Daily report or Target Card	Form Tutor DHT Pastoral SENDCo (if appropriate)	Inform parents Record on behaviour log Review of report or target card
4	Persistence of Level 3 behaviour Abusive language Violence Bullying including online bullying Vandalism Persistent defiance Possession of cigarettes, alcohol, drugs or other illegal items Another serious one-off incident	First Formal Warning Withdraw pupils from activities Internal Exclusion Fixed Term External Exclusion	DHT Pastoral Headmaster Inform all staff	Inform parents Record on behaviour log Record on CPOMs
5	Persistence of Level 4 behaviour	Final Formal Warning	Headmaster	Formal procedure followed
6	Persistence of Level 4/5 behaviour despite warnings	Permanent Exclusion	Headmaster	

All sanctions are decided on with a degree of discretion depending on circumstance. Sanctions available at each level may be used alone or in conjunction. Serious behaviour may escalate directly to a higher level.

Reasonable adjustments may be made to accommodate individual needs or circumstances.