

BEHAVIOUR MANAGEMENT & SANCTIONS POLICY

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE

ISI Code:	9a Behaviour Management & Sanctions Policy
Policy Author:	Deputy Head, Jon Marler
Date Reviewed by Author:	June 2023
Next Review Date:	June 2024

1. INTRODUCTION:

This policy has been written in compliance with the guidelines contained in the DfE Guidance Behaviour in schools: advice for headteachers and school staff (2022) and The Early Years Foundation Stage Statutory Framework 2021. The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable judgements are made for these pupils.

2. AIMS AND PRINCIPLES:

At Pennthorpe we recognise that all members of the school community have rights, but with these come responsibilities. It is the school's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour. We endeavour to create an ethos based on tolerance and mutual respect, which is conducive to the learning and social development of all children.

The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school.

The aim of discipline should be to guide children towards a set of values based on Christian principles and British Values and, in particular, to encourage the school's core values of:

- *Respect*
- *Kindness*
- *Honesty*
- *Positivity*
- *Resilience*
- *Tolerance.*

Pennthorpe enjoys a positive incentives program designed to focus on the things the children do well rather than those things in which they make mistakes or get wrong initially. Pennthorpe has an extensive rewards system, designed to be age appropriate and focused on effort and attitude as well as achievement and success.

Our sanctions and disciplinary systems are built upon the premise that good manners and sensible behaviour are in the interests both of the individual and of the community. Rewards and sanctions exist to both motivate the individual pupil and sustain the harmony of the community. For discipline to be fair and effective, certain principles should be followed. These are:

- Rules and standards of behaviour and the reasons for them must be clearly explained and defined. Children must know the rules and expect to be reprimanded if they break them. The School's expectations of behaviour are visible throughout the school through various formats.
- Sanctions should be appropriate for the offence, so if someone abuses a privilege, he or she should lose that privilege; if someone mistreats the community in some way, the penalty should, if possible, be restorative and help to redress any damage done.
- If sanctions are given, it is important that the member of staff ensures that the sanction is indeed implemented. In the same way, promises or warnings which are made dependent on future behaviour, must be adhered to.
- Sanctions and attitudes which involve humiliation and sarcasm should not be used, nor should the giving of 'lines'.
- All staff should be aware that the use of corporal punishment or physically striking a child in any way is banned. Teachers may only use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person. See the relevant section of this policy.

3. EXPECTATIONS OF PUPIL BEHAVIOUR:

At Pennthorpe, with support and encouragement from staff, we expect the pupils to:

- Heed the school's Pennthorpe Purpose (Core Values and Learning Dispositions) in everything they do.
- Observe good manners throughout the school.
- Behave appropriately within all teaching activities and with due regard for safety.
- Observe the School Rules.
- Work hard.
- Be gentle.
- Listen.
- Be honest.
- Be kind and helpful.
- Look after property.
- Move around the school safely.

Pupils are expected to be mindful of our motto '*Non nobis solum nati*' – 'Born Not for ourselves alone' and act towards others as they would like them to act towards themselves.

Pennthorpe ensures that this happens through:

- A consistent approach to behaviour management.
- Strong school leadership.
- Excellent classroom management.
- Effective systems of rewards and sanctions.
- Clear behaviour strategies and the teaching of good behaviour.
- Ongoing staff development and support.
- Suitable support systems for pupils through Class Teachers, Form Tutors, School and Eco Council and other pastoral systems such as the Happiness Tracker and RISE Program.

- Liaison with parents and other agencies.
- Managing pupils' transition effectively.
- Organisation and facility.
- Taking disciplinary action against pupils who make malicious allegations against staff.
- Support through key transition stages and effective preparation for the next stage of education.
- Being familiar with pupils who have special educational needs or disabilities.

Good Behaviour is taught through (for example):

- Form Time when pupils are provided with an opportunity to discuss their conduct and that of other pupils.
- Chapels: school expectation is reiterated and discussed.
- Behavioural management structure.
- Effective rewards systems.
- PSHEE: moral ethics are understood and explored.
- Inclusive sporting activities encouraging strong moral ethics.
- Effective role modelling by all staff.
- Support systems for pupils.

We do not tolerate, inside or outside of school:

- Bullying
- Racism
- Sexism
- Physical abuse and violence
- Child-on-child abuse including banter
- Sexual violence or sexual harassment

CHILD-ON-CHILD ABUSE

All staff are aware that children can be abusive of other children, in and outside of school and the school will take the actions of pupils, both those occurring within school and outside of school, seriously. Low level concerns will be handled using the process outlined in the Safeguarding and Child Protection Policy.

Staff are aware that although the school may not be receiving reports, this does not mean incidents are not happening. Staff understand the importance of challenging inappropriate behaviours between peers, which are outlined in the Safeguarding and Child Protection Policy and are included in annual child protection training. Behaviours such as:

- Banter
- Just having a laugh
- Part of growing up
- Or boys being boys

will not be dismissed as excuses for inappropriate behaviours. This leads to a culture of unacceptable behaviours, an unsafe environment for our children and a culture which potentially normalizes abuse leading to children accepting this as normal and not coming forward to report it.

4. REWARDS:

Recognition of good behaviour is a key factor in our behaviour policy. It is our aim to ensure that all positive actions are encouraged and, where possible acknowledged with a reward when a pupil goes above and beyond the standard expectations.

Below is a summary of the various reward systems in place at Pennthorpe:

<p>Early Years:</p>	<p>Individual Early Years Teachers use their autonomy dependent upon the age and nature of the cohort. Examples of rewards might include: verbal praise, Stickers, leader of the day.</p> <p>All of the Early Years enjoy the following rewards: certificates in Celebration Huddles, Head of Pre-Prep certificate.</p>
<p>Verbal Praise</p>	<p>Verbal praise is extremely important and should be prevalent in all our contact with the children. In the younger years, stickers will also be used to reinforce verbal praise.</p>
<p>Plus marks</p>	<p>Pluses can be awarded by any member of the teaching staff (including peripatetic teachers) to pupils in Year 1 and above.</p> <p>Plus marks, as well as being given for good work, are also awarded for responsible, helpful behaviour which, amongst other things, could include honesty, courage, both physical and moral, kindness, thoughtfulness, persistence, tidiness, initiative etc. They can also be awarded for displaying any of our Pennthorpe Purpose dispositions and values.</p> <p>They can also be given as a reward for participating in an extra activity which enhances the life of the community.</p> <p>Pluses are recorded by Form Tutors/Class Teachers and displayed in classrooms in Years 1 and 2. Plus totals are collated on a weekly basis and count towards the House Shield. When pupils hit the appropriate threshold level, they will be presented with a bronze, silver or gold badge to wear on their blazer.</p>
<p>Merit badges</p>	<p>Any pupil receiving 10 (8 in Years 6-8) or more pluses in a week is rewarded with a merit badge. These are presented by Form Tutors.</p>
<p>Good Work certificates</p>	<p>These are presented to a member of each class in the Pre-Prep and Years 3&4 during Celebration Assemblies. The work and certificate are displayed in the Pre-Prep foyer for the following week.</p>
<p>Praise Postcards</p>	<p>Praise postcards are posted out to pupils from the School Office when a member of staff wishes to commend a particularly special act or achievement in their subject.</p>
<p>Head's Commendations</p>	<p>Recognising excellence is important at Pennthorpe. Head's Commendations can be issued in the Prep for an excellent piece of work</p>

	or for demonstrating excellence in an aspect of the Pennthorpe Purpose. Pupils will visit the Head prior to receiving their award in a Huddle.
Stars	In the Pre-Prep and Years 3&4, during Celebration Huddles, a star is presented to a pupil in each class who has demonstrated one of the core values.
Citizenship Awards	Citizenship awards are made to pupils who are nominated, either by staff or their peers, for exhibiting consistently selfless acts for the benefit of their community.
Head's Lunches	These are held for a variety of reasons including rewarding good manners at lunch and take place in the Head's Study.
Seniors and Prefects	From the end of Year 7 positions of responsibility are awarded to pupils based on all the data and evidence that has been built up by the Year 7&8 Tutor Teams. In the first instance a pupil can become a Senior once the Head of Year 7 & 8 feel there is enough evidence to support this progression. Once a Senior, pupils are then able to apply to become a Prefect and are asked to fill out an application. This is then followed by an interview with the Head of Year 7 & 8 and Head who either appoint the pupil as a Prefect or set targets for development to support a further application at a later date.

5. SANCTIONS:

When a new pupil joins Pennthorpe and at the start of each academic year, all teachers across the school will outline new expectations relevant to that year group as children progress through the school and remind the children of the school's core values and behavioural expectations. In addition to the overall school rules, each child in liaison with their Form and Form Tutor produce an agreed Code of Conduct or a class charter.

The school follows the following age appropriate sanctions system:

Level	Early Years	Pre-Prep	Prep
Level 1:	At this level one person, the member of staff predominantly responsible for the child's pastoral care and welfare, for example, the Class Teacher or Form Tutor will deal with any incident that has happened in isolation.		
	<p>An age appropriate scheme is used as follow:</p> <p>All children begin on the sun. Those behaving above the expected standard move to the rainbow. Those behaving below move to the cloud.</p> <p>All children are able to redeem any behavioural errors.</p> <p>This chart provides its own recording mechanism. Parents are informed if a child spends significant time on the cloud.</p>	<p>In conjunction with the Golden Time system, minutes are used in Years 1 and 2 as the appropriate first sanction in most cases of discipline.</p> <p>These are always given after an appropriate warning has been specified or where a published rule or recent warning has been ignored.</p> <p>Minutes will be recorded in the Day Book so that patterns can be spotted and so Tutors can reflect on behaviour in meetings with parents and in Form reports.</p> <p>The staff member will not contact the parent at this level.</p>	<p>Minutes are used in Years 3&4 as outlined for Pre-Prep and are given after a warning.</p> <p>For Years 5 to 8 minuses are given after a warning.</p> <p>Minuses will be recorded in the Day Book so that patterns can be identified and so Tutors can reflect on behaviour in meetings with parents and in Form reports.</p> <p>Prep pupils regularly collecting minutes or minuses for the same offence will have an informal chat with their Form Tutor and an informal age appropriate record card may be used to support the pupil in addressing the issue.</p> <p>The staff member will not, necessarily, contact the parent at this level.</p>



Level	Early Years	Pre-Prep	Prep
<p>Level 2</p>	<p>At this level, the class teacher or form tutor is concerned that a child's attitude and behaviour is not responding to any of the approaches taken at Level 1. The school reserves the right to escalate a child straight to this level if deemed appropriate.</p>		
<p>The child will spend time with their Form teacher who will talk to them about their behaviour in a formal 'reflect and repair session'.</p> <p>Pupils will be given the opportunity to reflect on their behaviour and repair relationships.</p> <p>Form Teachers may decide to discuss these incidents with parents if deemed appropriate.</p> <p>Any sanctions incurred will be recorded in the Day Book and any conversation with parents logged on a Parent discussion form.</p>	<p>The child will spend time with their Form teacher who will talk to them about their behaviour in a formal 'reflect and repair session'.</p> <p>Pupils will be given the opportunity to reflect on their behaviour and repair relationships.</p> <p>Form Teachers may decide to discuss these incidents with parents if deemed appropriate.</p> <p>Any sanctions incurred will be recorded in the Day Book and any conversation with parents logged in the Day Book.</p>	<p>As children in the Prep begin to undertake greater responsibility our expectations of their behaviour increases too.</p> <p>Pupils will spend time with their form tutor for a formal 'reflect and repair' session. Pupils will be given the opportunity to make amends and correct their behaviour. Parents may be contacted at this stage depending on the nature of what has taken place.</p> <p>Any sanctions incurred will be recorded in the Day Book and any conversation with parents logged in the Day Book.</p>	



Level	Early Years	Pre-Prep	Prep
<p>Level 3</p>	<p>At this level the teacher is concerned that a child's attitude and behaviour is not responding to any of the approaches taken at Level 1 and 2, and that there is persistent inappropriate behaviour reported by other staff too. The school reserves the right to escalate a child straight to this level if deemed appropriate.</p>		
	<p>The child will spend time with the Head of Early Years who will talk to them about their behaviour.</p> <p>This may involve time out of the classroom, letters of apology or withdrawal from break time.</p> <p>The Head of Early Years will contact parents to discuss this.</p>	<p>The child will spend time with the Head of Pre-Prep who will talk to them about their behaviour.</p> <p>This may involve time out of the classroom, letters of apology or withdrawal from break time.</p> <p>The Head of Pre-Prep will contact parents to discuss this.</p>	<p>A detention is given for a more significant offence or where 5 minuses (Year 5&6) or 3 minuses (Year 7&8) are awarded in a week.</p> <p>Head of Year Detentions take place during a lunch break.</p> <p>The Head of Year will contact parents to discuss the reasons for the detention.</p> <p>Detentions will be recorded in the Day Book.</p>



Level	Early Years	Pre-Prep	Prep
<p>Level 4</p>	<p>All the support and sanctions at Levels 1, 2 and 3 will have been used and full discussions will have taken place with the child's parents by the Form Teacher, Head of Pre-Prep or Head of Year. The school reserves the right to escalate a child straight to this level if deemed appropriate.</p>		
<p>Pupils will now be referred to the Deputy Head.</p> <p>Parents will be called in for formal discussions which will then be followed up with a letter to reiterate the points made and outline the intended action plan, including a review date, involving the parents.</p> <p>The child will be placed on a performance card in which all staff will comment on behaviour and effort during lessons and at breaktimes. This will be coordinated by the Head of Early Years/ Head of Pre-Prep. Any format of Performance Cards will be retained by the Head of Pre-Prep.</p> <p>The pupil will meet with the Head of Early Years/Head of Pre-Prep, who will liaise with the Deputy Head on a daily basis, to evaluate and discuss the day's behaviour, inclusive of potential reasoning and catalysts noted on the card. The card will be taken home and the parents asked to sign and comment where applicable.</p> <p>All sanctions incurred will be recorded in the Day Book.</p>		<p>Pupils will be referred to the Deputy Head.</p> <p>Pupils will have an after school detention between 4.00 and 5.00pm (Year 5&6) or between 5.00 and 6.00pm (Year 7&8) on a Friday. After School Detentions will be recorded in the Day Book.</p> <p>Parents will be called in for more formal discussions which will then be followed up with a letter to reiterate the points made and outline the intended action plan, including a review date, involving the parents.</p> <p>The child will be placed on a performance card in which all staff will comment on behaviour and effort during lessons and at breaktimes. Performance Cards will be retained by the Heads of Year.</p> <p>The pupil will meet with the Head of Year on a daily or weekly basis to evaluate and discuss the day's/week's behaviour, inclusive of potential reasoning and catalysts noted on the card.</p> <p>A review with parents will take place at the end of each week by email, telephone or face to face.</p> <p>All sanctions incurred will be recorded in the Day Book.</p>	

Level	Early Years	Pre-Prep	Prep
Level 5	<p>Internal Exclusion</p> <p>Behaviour will be escalated to an internal exclusion when it is felt that either the child has displayed persistent patterns of inappropriate behaviour or a significant unexpected behaviour.</p> <p>During the period of internal exclusion, the student will complete restorative and reflective sessions with members of the Senior Management Team, as well as a meeting with the Head Teacher during the day.</p> <p>This will be communicated to parents or carers by the student's Head of Year.</p>		
Level	Early Years	Pre-Prep	Prep
Level 6	<p>Fixed Term Exclusion</p> <p>It is at this level, because patterns of inappropriate behaviour are persisting and the child is failing to respond to the support and sanctions in place, the child will meet with the Head.</p> <p>With the parents' support, temporary suspension will occur involving the child being sent home for an agreed period. This will be confirmed in writing by the Head.</p> <p>A child found to have made a malicious allegation against a member of staff or have participated in child-on-child abuse, will immediately be escalated to Level 4/5 and immediate contact with parents and where applicable, inter agencies will take place. An investigation will be undertaken as outlined in the Safeguarding Policy.</p> <p>Sanctions will continue to be recorded in the Day Book and all communications, minutes of formal meetings and other documentation will be retained by the Deputy Head.</p>		
Level	Early Years	Pre-Prep	Prep
Level 7	<p>Permanent Exclusion</p> <p>Should behaviour continue to deteriorate on return from a suspension, with no positive improvement despite all the support strategies in place, exclusion has to take place in accordance with school policy and must be properly and thoroughly carried out.</p> <p>A child who is excluded, temporarily or permanently, does not have to go through all the school's behaviour management levels. Sudden extremes of behaviour, such as totally unacceptable violence, can lead to exclusion without going through the sequential levels.</p> <p>Exclusion is an extreme measure and would normally only be undertaken after consultation with the Chair of Governors and parents.</p> <p>All communications, minutes of formal meetings and other documentation will be retained by the Head.</p>		

6. CORPORAL PUNISHMENT:

Pennthorpe Staff, including EYFS staff, will not use corporal punishment.

7. PHYSICAL INTERVENTION:

All members of school staff have a legal power to use reasonable force. Such force should only be used to prevent children from injuring themselves or others or damaging property, for example but not exclusively to prevent a pupil from attacking a member of staff or another pupil, to stop a fight in a playground or retraining a pupil at risk of harming themselves. Physical force is not permitted as a punishment and it would be unlawful to do so. Reasonable adjustments should be made to the use of reasonable force for SEND children.

All occasions when physical intervention is used (as outlined above) should be recorded on the pupil's file on the school's MIS. The Head should be informed immediately should there be any occurrence of physical intervention and copies of all paperwork should be submitted to the Head as soon as reasonably possible. Parents should be informed that day or as soon as is reasonably practicable.

Staff should familiarise themselves with the Department for Education July 2013 paper 'Use of reasonable force; Advice for Headteachers, staff and governing bodies'. A copy of this can be found in the Staff Room.

8. MONITORING AND EVALUATION:

The policy will be monitored regularly through staff meetings, briefings, and Senior Leadership Team Meetings (SLT) to determine whether there are any areas which might necessitate changes in the way we approach a particular aspect of behaviour management.

Similarly, if the number of behaviour incidents at Level 3 causes concern, changes will have to be considered both to the policy and the strategies detailed in the hierarchy of behaviour management.

This policy pays heed to the following policy documents:

- Safeguarding and Child Protection Policy.
- Anti-Bullying & Cyber-Bullying Policy.
- Online Safety Policy.
- Acceptable Use Policy.
- Exclusion and Pupil Removal Procedures Policy