



**St. Francis' College**  
**Prep Behaviour, Rewards and Sanctions Policy**

**Introduction**

The 'College' refers to all the staff and pupils of the Prep department and Senior School which includes Early Years Foundation stage (EYFS), Pre-prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

**Rationale**

This policy puts into effect a statement of principles for promoting good behaviour.

All members of our community are entitled to a calm, purposeful, happy and inviting atmosphere, where learning can take place and staff and pupils feel safe, secure and motivated. It is important that pupils feel valued, independent, respected, included, engaged and able to form relationships with both adults and pupils. The pupils should be free from humiliation and encouraged to learn from their mistakes.

All pupils are expected to be polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and to show the ability to listen and respond to adults.

All adults should feel included in a whole team approach to behaviour where they are able to share responsibilities, knowledge and concerns. We believe adults should be good role models, who are sensitive to individual pupils and are able to respect pupils' mistakes and ensure that children learn from them. All adults should be understanding, caring, patient and willing to listen to pupils. We believe that all pupils from all backgrounds should be included, respected and valued. We aim to never humiliate, label, make fun of, or talk negatively about pupils under any circumstance.

We encourage good behaviour through our high expectations of pupils both academically and pastorally.

**Code of Conduct for Prep Pupils**

- All members of the College community are asked to respect the character, reputation and property of each other.
- Litter should be put in the bins provided.
- Pupils must walk (not run) and be quiet when moving around school.

- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation.
- Pupils should be polite, kind and helpful at all times.
- Pupils are expected to be punctual.
- Correct school uniform should be worn to and from school. Jewellery other than for religious reasons should not be worn. Nail varnish is not permitted. Hair should be tied back at all times and hair attire should be in the College colours. Stud earrings only are permitted, which should be removed for PE.
- Every pupil is expected to do her best to maintain the high standards of work and behaviour associated with the College.

## Aims

- To maintain a whole Prep dept. behaviour policy supported and followed by the whole school community, parents, teachers and pupils, based on a sense of community and shared values.
- By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment where pupils and adults are valued.
- To teach, throughout the College, ethics and values, including British Values as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property).
- To encourage good behaviour by providing a range of rewards or sanctions for the pupils (praise, house points, merits, , stickers and stamps, smileys, celebration of achievements in assemblies). The achievements celebrated may be achieved in or outside of the College environment.
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To encourage collaborative and co-operative behaviour between and across year groups through our House system, use of buddies and Senior School links.
- To provide positive behaviour management techniques and praise to underpin all our strategies in the early years.
- To encourage all individuals to feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- To encourage pupils to be free from judgements based on previous behaviour or the behaviour of other family or community members unless a consistent pattern has emerged.
- To provide an effective learning environment that stimulates, motivates and engages all pupils.
- To ensure all team members are confident and vigilant in pre-empting behavioural problems as a preventative strategy.
- To provide adequate supervision and interaction with pupils at all times.
- To provide leadership and support to team members with the care and management of the pupils.
- To ensure that all adults will be effective role models, being kind, tolerant, gentle, patient, supportive and understanding.

### **To achieve these aims/outcomes we will:**

- Give pupils positive, clear instructions.
- Reach the eye level of the pupil and maintain eye contact when giving instruction or addressing behaviour.
- Use a firm tone when necessary.
- Praise pupils explicitly and appropriately.
- Encourage the celebration of all achievements within our College and wider community.
- Understand that these are the first steps in our very young pupils and developing pupils' learning, and respond appropriately to their mistakes, allowing them a safe place to make mistakes without humiliation.
- Be discreet and limit pupils and adults over-hearing any interactions addressing behaviour.
- Engage and involve pupils positively in activities that they will readily enjoy.
- Provide a stimulating environment where pupils can make their own decisions and choices.
- Class teacher to discuss any persistent behaviour problems discreetly with the relevant member of the Prep Leadership Team.
- Be mindful about discussing a pupil in front of other pupils (teacher, co-ordinator, senior management will decide if it is appropriate to share these concerns with the team).
- Any persistent behavioural problems noted by staff including Classroom Assistants should be reported through the correct channels.
- Communicate effectively with parents, if necessary through meetings, particularly regarding any issues and concerns, having consulted the appropriate member of staff. Celebrate the positive.
- If a complaint is made against another pupil by a parent or pupils it should be recorded on iSAMS and how the problem was dealt with, with due regard to data protection and the relevant policies and procedures.

### **Rewards**

Whenever possible we celebrate pupil achievement.

### **House Points**

In the Prep School, House points are used in recognition of **good behaviour, as well as for acts of kindness, good citizenship and academic work and effort**. The children place any House point counters they are given into their House collection box. These boxes are positioned in the Prep School Foyer and the totals are counted up at the end of each week to go towards the awarding of a House Prize for the most House points awarded. At the end of each term the winning House receives a reward from the Head of the Prep School. In addition an Award is presented at Speech Day to the winning House for that academic year.

### **Merit Points**

There are three levels for academic reward in the Prep School.

#### **Level 1**

Pupils receive a merit for excellent work and take the work to show the Head of Prep at a designated break time. The Head of Prep issues them a Merit certificate.

## **Level 2**

If a pupil produces good work that is beyond the rewarding of a Merit then a **special postcard** is sent home to tell the parents that their child has achieved at this level.

Prep Department teachers inform the Head of Prep about any pupil who warrants a postcard home. The postcard is written and sent home by the Head of Prep.

## **Level 3**

If a pupil produces a piece of work that is well beyond the standard expected or if they consistently do well across the entire spread of subjects, for more than one reporting cycle, then they can be nominated by the Head of Prep to sign the **St. Francis' College Commendation book**. This is done in the presence of the Headmistress of the College.

### **We expect to reward:**

- good or improved school work
- good or improved behaviour
- positive effort
- commitment to extra-curricular activities
- contribution to Inter-House events, charity activities etc.
- contribution to the positive ethos of the College e.g. care shown for others

## **Pastoral Support**

We pride ourselves on our level of pastoral care of the pupils and this achieved through using the following systems:

Initially, any concerns are dealt with by the Form Tutor, followed by referral to the Deputy Head of Prep or the Head of Prep.

We value our PSHE curriculum, which incorporates British Values in providing a pastoral education for the pupils.

Regular and appropriate communication with parents is essential in ensuring the best and happiest days for the pupils in our care. (This may be a quick word at the end of a school day, a meeting request, parents' evenings and other community events). All significant parent / teacher communication, should be recorded and filed centrally. Common sense needs to prevail.

We record incidents of pastoral nature rigorously and appropriately through the anti-bullying and sanctions register.

All staff receive Child Protection training regularly and know who the College's Designated Safeguarding Lead and Deputies are (DDSL). In the Prep School both the Head of Prep and the Deputy Head of Prep hold the DDSL positions.

Staff are encouraged to liaise with the school Individual Needs Coordinator and where appropriate outside agencies such as CAMHS.

Staff know how to refer a pupil to the School Counsellor, where this is relevant, and the parents have been consulted.

Assemblies support the pastoral curriculum.

Staff should familiarise themselves with the behaviour policies and procedures of the College so that they are clear about the extent and limits of their authority. In addition, staff are advised to be familiar with key sections of The Equality Act 2010 which refer to pupils with special educational needs / disabilities and the reasonable adjustments that need to be made for these pupils. Staff **must** be familiar with the Safeguarding policy and Child Protection procedures.

All staff are responsible for the behaviour of pupils. In order to ensure there is a consistent approach to managing behaviour, it is essential that all staff work together to maintain the high standards of behaviour expected at St Francis' College.

'Worry boxes' are in all form rooms and checked regularly.

Every weekly staff meeting has a dedicated section to discuss the pupils.

### **Transition**

Prep will aim to ensure a smooth transition for any pupil joining the College and for pupils moving between year groups.

For Prep VI moving to the Senior School, this process will include:

- Link meetings between the relevant, key people to discuss each pupil pastorally.
- Files and records maintained and passed from the Prep dept. to Senior School.
- Smooth transition promoted through PSHE curriculum, Senior School staff attendance at Prep assemblies, Prep VI attending some Senior School assemblies and other senior events.
- Induction and taster days.

For pupils joining the school:

- Buddies
- Form Tutor presence and awareness of new pupil / any relevant documentation and information distributed to relevant staff.
- Taster days
- Monitoring of a pupil's wellbeing
- Discussion at briefing.

### **Sanctions**

#### **Introduction**

The Education and Inspections Act 2006 gives teachers and other staff in charge of pupils the right to deal with pupils' misbehaviour and to impose sanctions. This power extends to pupils outside of school, for example on a school trip, at home or abroad, where poor behaviour may result in the student being sent home at the parents' expense. Poor behaviour by pupils on the way to or from school or in the community in general, if directed at school staff, will be dealt with by the school if deemed appropriate. Corporal punishment is illegal in all circumstances.

In determining whether the imposition of a sanction is reasonable, the following matters must be taken into account:

- whether the imposition of the sanction constitutes a proportionate punishment in the circumstances, and
- any special circumstances relevant to its imposition on the pupil which are known to the person imposing it (or of which she ought reasonably to be aware) including in particular:
  - the pupil’s age,
  - any special educational needs she may have,
  - any disability she may have, and
  - any religious requirements affecting her.
- any issue around race, equality and human rights
- whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer significant harm where this is a case for the Safeguarding policy
- whether any continuing disruptive behaviour is the result of any unmet educational or other needs and whether or not a multi-agent assessment is necessary

### **Behaviour and Sanctions in Prep**

*All low level incidents should be dealt with by the class teacher in the first instance.*

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Behaviour</b>	<b>Behaviour</b>	<b>Behaviour</b>
Low level classroom disruption <ul style="list-style-type: none"> <li>• Chatting</li> <li>• Unkind comments</li> <li>• Silly faces / silly pushes</li> <li>• Talking over the teacher</li> <li>• Not listening</li> <li>• Disrupting learning in some way</li> <li>• Lateness – please contact parents and discuss with HoP</li> <li>• Incorrect Uniform</li> </ul>	<i>Continued</i> low level disruption in any of the categories for Level 1 <ul style="list-style-type: none"> <li>• Persistent calling out</li> <li>• Persistent chatting</li> <li>• Inappropriate comments</li> <li>• Repeating Level 1 behaviours</li> </ul>	<i>Further continuation</i> of behaviour in Level 2 and where <u>the report card has not worked</u> . Also for standalone incidents such as: <ul style="list-style-type: none"> <li>• Serious incident - swearing, refusing to follow an instruction deliberately</li> <li>• Truancy</li> <li>• Bullying</li> <li>• Possession of dangerous items</li> <li>• Rudeness to staff</li> <li>• Misuse of technology</li> <li>• Theft</li> <li>• Racism</li> <li>• Aggressive behaviour</li> </ul>
<b>Sanction</b>	<b>Sanction</b>	<b>Sanction</b>
Possible strategies that the teacher can use	Possible strategies that the teacher can use	If persistent low level behaviour does not improve through the report card then a further

<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Move seat</li> <li>• Speak to pupil at the end of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Log the behaviour in the Prep Behaviour log which will be reviewed by the HoP/DHoP.</li> <li>• Issue discussed with the Form teacher</li> <li>• Form teacher may then speak to the pupil</li> <li>• Parents contacted and informed</li> <li>• Parental meeting with the teacher involved and/or the Form teacher</li> <li>• Report card with targets for positive behaviour which goes home daily and is signed by the parents and Form teacher</li> <li>• Loss of break or lunch time</li> </ul> <p>Standard report cards available in the staffroom.</p>	<p>sanction may be applied: the Form teacher, DHoP and the HoP decide on an appropriate measure such as missing a fixture, loss of privileges. For serious standalone incidents the HoP/DHoP will decide on an appropriate measure.</p> <ol style="list-style-type: none"> <li>1. HoP/ DHoP to be informed</li> <li>2. Report to HoP</li> <li>3. Follow policy and complete anti-bullying register if applicable –HoP</li> <li>4. Follow guidelines from ‘Behaviour and Discipline in Schools 2016) document.</li> </ol>
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### Confiscation of Pupil Property

Confiscations	All teachers	<ul style="list-style-type: none"> <li>• Where appropriate arrangements should be made to return confiscated items at the end of the school day e.g. mobile phone. (See Mobile Phone Policy)</li> <li>• For more serious incidents e.g. where use of mobile phone for bullying is suspected, confiscated items should be passed to Head of Prep who will investigate and contact Parents/Guardians.</li> <li>• Where a valuable item has been confiscated, it should be passed immediately to the front office for safe keeping.</li> <li>• Confiscated items should only be disposed of after consultation with Head of Prep.</li> </ul>
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In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session, or school day is adequate time to reinforce the school rule. This also limited the chance of problems with loss of items while in the care of school staff.

There may be instances when the College chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should be mindful that some items of seemingly no value may have

value to the pupil – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.

- Items of value which the pupil should not have brought to school, or have misused in some way, might, if judged appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. Likewise, as a general rule, pupils should not use mobile phones in lessons. In such circumstances retention is a reasonable step. The pupils should hand mobile phones to the Prep Foyer Reception when they arrive at school in the morning.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

### **Further possible sanctions in Prep:**

Seeing a student at the end of a lesson - must not interfere with home-school transport and therefore must be limited to 2 minutes at the end of the school day

Loss of privileges

Extra work – repeating unsatisfactory work

Missing break time

Setting of tasks as a sanction (e.g. tidying the classroom – appropriate to misdemeanour)

School based community work (appropriate to misdemeanour)

### **Serious Misbehaviour**

#### **Detention**

Out of hours' detention may only take place once the pupil's parent/guardian has been given at least 24 hours' notice in writing that the detention is due to take place. These sanctions will form part of the pupils' permanent disciplinary record, but details of detentions will not be passed on in references or communications with other institutions unless requested by those institutions or deemed appropriate by the Headmistress.

#### **Suspension**

A pupil may be suspended for up to five days while a complaint is investigated, or as a sanction in its own right. Parents/Guardians will be invited to a meeting with the Head of Prep before suspension takes place. No pupil will be suspended without prior consultation with the Chair of Governors, or if the former is unavailable, the Deputy Chair of Governors.

## **Requirement to Leave**

For a serious breach of College discipline falling short of one for which expulsion is necessary, but such that the pupil cannot remain a member of the College community, the pupil may be required to leave permanently. Subject to payment of all outstanding fees, the pupil will be given reasonable assistance in making a fresh start at another school. Parents/Guardians will be invited to a meeting with the Headmistress before a pupil is required to leave the College. No pupil will be asked to leave without prior consultation with the Chair of Governors, or if the former is unavailable, the Deputy Chair of Governors.

## **Expulsion**

A pupil is liable to expulsion for a serious breach of College discipline, for example, a serious criminal offence or some wilful act calculated to cause serious damage to the College, its property or any of its members. Upon expulsion the pupil's name will be removed from the roll of the College and a reference to the circumstances and the facts will be made available in response to every reference request. All outstanding fees, up to and including the term of expulsion, shall be payable. Parents/Guardians will be invited to a meeting with the Headmistress before expulsion takes place. No pupil will be expelled without prior consultation with the Chair of Governors, or if the former is unavailable, the Deputy Chair of Governors.

## **Allegations of Abuse against Teachers and Other Staff**

In these circumstances, the Prep School will follow the statutory guidance detailed in 'Keeping Children Safe in Education'

## **Appeals**

The parents/guardians are entitled to ask for review by a panel of three Governors of a decision to expel a pupil or to require a pupil to leave for disciplinary reasons.

There will be no right to an appeal of other sanctions but a pupil who feels aggrieved may ask her Form tutor or Deputy Head of Prep or Head of Prep to take up her concerns with the member of staff who imposed the sanctions.

A parent/guardian who remains dissatisfied with the response to a concern raised may request a copy of the College Complaints Procedure.

## **Related Policies**

Anti-Bullying  
Attendance  
Child Protection and Safeguarding  
Drugs  
Equal Opportunities

## **Relating Documents**

College Complaints Procedure

Behaviour and Discipline in School  
Equality Act 2010  
Keeping Children Safe in Education  
Working Together to Safeguard Children

Prepared by:	J Sample
Reviewed:	May 2022
Next Review:	May 2023

## **COVID– Behaviour Addendum**

### **ATTENDANCE DURING THE PANDEMIC**

- Attendance at College is mandatory from the start of the new school year; except where statutory exceptions apply.
- Pupils should not attend College if they are displaying any Covid symptoms (in line with Public Health England (PHE) advice).
- Pupils displaying Covid-19 symptoms should self-isolate for the required number days (in line with PHE).
- Remote access to education will be provided during this time.

### **BEHAVIOUR – Staff will:**

- Follow all guidance as laid out in the College Risk Assessment.
- Arrive at and leave school via their designated areas.
- As required wear face covering on all public and College transport and in other areas as designated by the College.
- Follow enhanced hygiene practices.
- Adhere to any new lunch and break time routines.
- As required wear face covering during transitions between lessons.
- Follow instructions to ensure the safe use of school spaces and equipment.

### **BEHAVIOUR – Pupils will:**

- Follow all guidance as laid out in the College Risk Assessment.
- Arrive at and leave school via their designated areas.
- Where applicable, wear face coverings on College transport.
- Follow enhanced hygiene practices.
- Adhere to the new lunch and break time routines.
- Follow instructions to ensure the safe use of school spaces and equipment.

The College considers the purposeful behaviours below to be serious due to coronavirus (COVID-19):

- Coughing on someone/deliberately breaching social distancing measures
- Taunting./name calling
- Gossiping and spreading rumours.
- Failing to wear a mask when required to do so.

Rules must be adhered to; failure to do so will result in the actions according to the College's sanctions policy.

The severity of the misdemeanour will be appropriately sanctioned according to the incident and age of pupil.

Staff will supervise movement and behaviour during social times.

Staff are to report any Covid-19 misdemeanours through to the Deputy Head of Prep and/or the Head of Prep who will make a decision about what action to take. Incidents will be logged and monitored using ISAMS.

The College will support the Staff and Pupils through the well-established Pastoral system upon return to the College building.

*In light of the fluid situation - The amendments to this Policy will be reviewed as and when deemed necessary.*