



Pre-Prep and Junior School Behaviour, Rewards and Sanctions Policy

Queen's College Pre-Prep and Junior School are dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Co-operation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. Positive attitudes to learning and responsible behaviour have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

This policy is specifically written for children from Reception through to the end of Year 6 and runs alongside the main College Behaviour and Discipline Policy, Anti-Bullying policy and Expulsion, Removal and Review Policy and the EYFS Behaviour Policy.

Aims

Queen's College EYFS, Pre-Prep and Junior School believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our students move through the College with the key skills they need to continue to progress to the best of their ability in all areas of life. At Queen's we aim to actively promote and safeguard the welfare of pupils at the school.

The maintenance of good behaviour is essential if the school is to fulfil its aims for its pupils. It is assumed that the standards of conduct expected by staff and parents are equally high.

School Code of Conduct

The School rules and policies for behaviour and discipline shall be set by the Head. The School rules and policies for behaviour and discipline are necessary: for the health, safety, welfare and well-being of everyone at the School; for the reputation of the School community as a whole; and for the protection of School property and the wider environment.

The School rules apply to all age groups and at all times when the pupil is: at the School, representing the School or wearing School uniform; travelling to and from the School; or associated with the School at any time.

The School rules and policies for behaviour and discipline will be amended from time to time and reinforced in assemblies and in the classroom.

Standards of Behaviour

School

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum.

Staff are a constant pastoral presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this could be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that some students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. A Support Plan will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

Pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors for our school even when off school premises and we expect them to act accordingly. They are expected to be respectful, thoughtful, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as support plans.

Parents

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour. Parents play a big part in ensuring that their children are responsible for their own behaviour in school.

Bullying/Peer to Peer Abuse

Queen's College Pre-Prep and Junior School aims to make sure that all pupils feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. Diversity is celebrated.

Bullying/Peer to Peer Abuse can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and positive behaviour is instilled in our curriculum.

If an allegation of bullying is made, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident.
- it will be reported to the head teacher for information.
- provide support and reassurance to the victim
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying

Rewards

Queen's College Pre-Prep and Junior School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Good behaviour involves the maintenance of equilibrium between an over-rigid structure, in which self-discipline cannot grow, and a regime where boundaries are unclear in which children cannot feel secure or learn.

Good school behaviour should be based on mutual respect between staff and pupils. It is achieved as much by encouragement and the reinforcement of good behaviour as by punishment. Positive behaviour depends very much on the establishment and maintenance of good personal relations between staff and pupils. Many minor breaches of discipline can be treated as part of a child's normal development and dealt with effectively by working with the child on a one to one basis.

The following forms of reward are used within the Pre-Prep:

- **Praise**
Good behaviour, kindness to others, responsible actions etc will be recognized and praised.
- **Stickers**
These are individual, positive rewards in recognition of excellence relating to any aspect of Nursery School and Pre-Prep life and are a way of reinforcing commendable effort, example and behaviour. They cannot be taken away once given.

- **'Wow' sheets** in Nursery and Reception, record something a child has achieved for the first time at home
- **Golden Book** in Years 1 and 2 records children who have achieved something notable that day or displayed particularly kind behaviour
- **'Star of the Week'** badge for Reception, Years 1 and 2 awarded for good effort, behaviour or achievement. Star of the Week is continued into Year 3 (Junior School)
- **Recognition by Peers** - Recognition from the children during circle time of an individual's personal kindness and other qualities such as being caring, respectful and helpful.
- **Special Helper** – In Reception, Years 1 and 2, the children take it in turns each day to be the 'special helper'. They assist with handing out fruit/drinks at snack time, tidying and replacing items after use, helping other children, caring for belongings and personal items, relaying messages etc.

The following forms of reward are used within the Junior School:

- Plus Points system
- Commendations
- Prizes for Merit
- Celebration Assemblies
- Centurion Certificates (awarded by teachers then presented by pupils to the Headteacher for signature)
- Taking on special responsibilities
- Mention in newsletters and reports

Disciplinary Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils.

All sanctions should follow the principles of justice and fairness. Children should have the opportunity to explain their actions; children should only be reprimanded when their role in an incident has been clearly established. Children must be given a right of reply.

Sanctions should be given as quickly after the offence as possible; the shorter the gap between the offence and the punishment, the more effective it is. Sanctions should be given impersonally. The child should understand that it is a particular instance of behaviour that is unacceptable, not his or her personality. The child must believe that they can improve.

Once a punishment has been completed, the child must feel able to start afresh.

Corporal punishment of any kind is not permitted.

Queen’s College Pre-Prep operates using the following disciplinary measures:

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| Stage One |
| <ol style="list-style-type: none"> 1. Verbal warning given 2. Time out using a sand timer or holding a teacher’s hand on the playground 3. Verbal warning given 4. Time out using a sand timer or holding a teacher’s hand on the playground |
| Stage Two – removal from class/playground |
| <ol style="list-style-type: none"> 5. Sent to another room/class to complete work or sent to the class teacher from the playground 6. Sent to the Head of Pre-Prep – incident form completed by staff involved and a copy given to the Head of Pre-Prep and the class teacher |
| Stage Three – Headteacher intervention/parental involvement |
| <ol style="list-style-type: none"> 7. Sent to Head teacher – Parents informed to discuss ways of working together to guide the child to improve their behaviour or attitude to work and devising a support plan which will be shared with parents and reviewed regularly. This information will be logged in the Pre-Prep office behaviour file. 8. Internal exclusion – child works away from the class – work to be set by the teacher. Child has a break but at a separate time to the rest of the Key Stage. |
| Stage Four - Suspension |
| <p>9. Suspension is used as a last resort and exclusions follow the guidance laid out in the Department for Education guide <i>Exclusion from Maintained Schools, Academies and pupil referral units in England</i>. Exclusion usually follows a graduated process of one day, two days and five days. Permanent exclusion is used as a last resort in response to a serious breach, or persistent breaches, of the school’s behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Head of the College can exclude a pupil from the school.</p> |

Queen’s College Junior School operates using the following disciplinary measures:

Set out below is the hierarchy of sanctions employed.

Minor tasks which may reflect the nature of the offence – eg. a child who regularly leaves their clothes in the wrong place might be asked to sort some of the kit in the lost property bin.

- Standing outside the Staff Room – this is particularly effective for children who are over-excited, or who need to be isolated temporarily from others. Children should not be left standing for more than 5 minutes. If a longer period is considered necessary, the child should be seated in Middle Hall.
- Minus Points – these count against the individual and his/her House and may contribute towards a detention.
- Four minus points may be given for more serious offences and when the member of staff wishes to bring the matter to the attention of the Headmistress. The Minus 4 slip is completed and handed to the pupil with the instruction to take it to the Headmistress at the earliest opportunity. The Headmistress will talk to the pupil and reinforce the discipline message. Staff should inform the Headmistress that they have awarded a Minus 4 slip to

ensure it is presented by the pupil. Parents are normally informed if a Minus 4 slip has been raised.

All sanctions which follow should be recorded on an incident form and copies given to the relevant form teacher(s), the Headmistress and the office.

Report – Pupils who persistently display poor behaviour or attitude to work, may be put on report. This report can take a number of formats but usually requires a teacher to record how a pupil has behaved/worked during each lesson or a break time. The child's form teacher instigates and monitors a report and all staff will be informed.

Detention – this can be given for academic as well as behavioural reasons.

Academic detentions should be given for work that is unacceptable because of poor attitude of the pupil. They should not be given because a child is of lower academic ability or as a specific problem with the work. Detentions usually last half an hour and should be supervised by the teacher concerned on a suitable day. Pupils should be given 24 hours' notice of a detention. A set of photocopiable detention papers, which can be used for different misdemeanours, is kept in the Deputy Head's office.

Longer tasks and additional duties are particularly useful if staff wish to remove a child's free time over a period of time. This should not be so long that the child forgets the link between the offence and the sanction. Other staff need to be aware to help monitor such sanctions.

Banning from relevant facilities eg. computer room. This should be used for pupils who have behaved irresponsibly in these areas. The ban should be of finite length and other staff should be made aware by a notice on the Staff Room noticeboard.

The [Pupil Information/Incident Form](#) will be used to record significant punishments ie those which the member of staff feels should be recorded. The criteria for this could be because the incident required a sanction or because the member of staff felt that it might help to build a clearer picture of the child's behaviour.

The form should be completed thoroughly. Photocopies may be made if more than one child was involved. In every case, the form should be shown to the pupil's form teacher who must keep a copy. If other members of staff need to be aware of the punishment, eg because the pupil has been banned, please circulate them as well. The Deputy Head, the Headmistress and office must also have a copy.

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

In severe cases of poor behaviour – eg stealing or bullying – it is the school's policy to consult the parents. Sanctions may involve the removal of a pupil, temporarily or permanently from the school. Suspension or exclusion will only be used in the most exceptional and extreme circumstances. Exclusion adopts a graduated process, usually 1 day, 2 days, 5 days. Only the Head of the College can exclude a pupil from the school.

Please see College Behaviour and Discipline policy for guidance on

- **Searching and Confiscation**
- **Restraint of Pupils**

Attendance

Regular attendance at school is required by law, and Queen's College Pre-Prep and Junior School take attendance very seriously. There is an electronic register taken twice daily on 3sys. If a pupil has not arrived for registration then parents or carers will be contacted to discuss the reason for the absence. More information can be found in the College's **Attendance Policy**.

Regulating Pupils' Off-site Conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to pupils who break school conduct during school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- the effect such an action may have on the other pupils
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity, and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see the College's **Parental Complaints Policy and Procedures**.

Reviewed by: Junior School Headmistress and Head of Pre-Prep

Review date: March 2017

This policy will be reviewed every two years – next review due March 2019