

## **Behaviour, Discipline, Rewards and Sanctions**

### **Table of Contents**

1. Policy Statement.....	2
2. Aims of the Behaviour Policy.....	2
3. The Aims and Ethos of Chandlings .....	3
4. Chandlings Values.....	3
5. Chandlings Code of Conduct.....	4
6. Key Personnel .....	5
6.1 The Role of the Form Teacher.....	5
6.2 The Role of the Head of Year (HOY).....	5
6.3 The Role of the Head of Girls (HOG)/Boys (HOB)....	6
6.4 The Role of the Head of Pre Prep.....	6
6.5 The Role of the Deputy Head Pastoral.....	6
6.6 The Role of the Head .....	7
7. Rewards and Sanctions.....	7
7.1 Early Years... ..	7
7.2 Years 1 and 2 .....	8
7.3 Prep (Years 3-6)....	9
8. Rewards and Sanctions Records... ..	11
9. Document Information .....	12

## 1. Policy Statement

Chandlings has high expectations of its pupils. The purpose of the behaviour policy is to enable everyone – parents, pupils, staff and Trustees - to share responsibility for creating an atmosphere which is conducive to a successful school.

The behaviour and discipline policy will be appropriately adapted to cater for LDD pupils and children with physical difficulties.

The Trustees expect that a high standard of discipline will be set and maintained at all times. The Chandlings Code of Conduct and values are concerned with care and consideration for others, and with safety inside and outside Chandlings building and reflect the belief that children need to develop self-discipline, self-respect and respect for others in order to live harmoniously at school and in their future lives. Corporal punishment is neither used, nor threatened, throughout the school. If a child's behaviour is giving cause for serious concern, we will follow the processes outlined in this policy. Reasonable force will be used where necessary and in line with the guidance set out by the DfE 'Use of reasonable force: Advice for headteachers, staff and governing bodies' (July 2013). The rewards and sanctions are believed to be appropriate to the age of the children, as is the course of action to be taken for serious offences or breach of conduct. The Trustees see the Anti-Bullying Policy as an integral part of the school's Behaviour and Discipline Policy. The Trustees delegate to the Head the administration of the school's Behaviour and Sanctions Policy. The full policies are available from Chandlings Office and on the website.

## 2. Aims of the Behaviour Policy

- To create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
- To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- To help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for others.
- To manage pupils' behaviour effectively by a whole school approach to behaviour management which is clearly understood by pupils, parents and all staff.
- To make boundaries of acceptable behaviour clear and to ensure children feel secure.

### **3. The Aims and Ethos of Chandlings**

At Chandlings we foster self-belief, promote curiosity and build resilience. Our children are inspired to be resourceful, adaptable and creative, in an environment where we balance opportunity with well-being. They are given the time and space to be children, within a community that celebrates diversity and individuality.

Chandlings is a friendly and vibrant community where children are happy, secure and confident. We have supportive and engaged families, positive relationships and purposeful learning experiences.

Our approach combines a rigorous academic programme with outstanding pastoral care and support. Our children are truly special young people who display confidence, compassion and creativity, coupled with an excellent academic and social grounding.

We create this ethos and achieve these aims by:

- Providing a warm, happy, family atmosphere
- Ensuring all children are valued and cared for as individuals
- Providing a challenging educational experience through a broad, balanced and enriching curriculum
- Offering high quality teaching that motivates and inspires pupils to be their best and have a lifelong love of learning
- Encouraging children to be curious, creative and independent
- Celebrating success and achievement
- Generating opportunities for leadership
- Sharing a child's education with their parents; encouraging active involvement
- Encouraging and living by the School's values

### **4. Chandlings Values**

The Chandlings Values were written in conjunction with the opinion of the children and reflect what 'we' all believe to be clear guidelines towards meeting our aims and ethos as outlined above.

- Treat other people as you would like to be treated
- Forgive
- Share
- Be honest and live with integrity
- Listen to others
- Be kind and helpful
- Have modesty and humility
- Do your best to be your best
- Be courageous

## **5. Chandlings Code of Conduct**

**At Chandlings we believe in** (drawn up by the pupils):

- Caring for others
- Taking responsibility for ourselves
- Doing what is right
- Working hard and doing our best
- Being honest and polite
- Being a good friend

Throughout the school year the children are reminded of these guidelines in PSHEE /PSED lessons (see PSHEE policy) and in Assembly. In addition some classes work out their own code of conduct for the year, which are displayed in their respective classrooms.

### ***Anti-Bullying Policy***

Chandlings does not tolerate bullying of any members of Chandlings community. Please see our Anti-Bullying Policy (available from the School Office).

### ***Homework***

Pupils are required to do homework in the appropriate year groups. Homework is seen as an essential extension of school work and parental support is necessary and expected to ensure this.

### ***Internet Use***

Pupils are required to follow the guidance of staff about the responsible use of the internet and e-mail (see ICT usage policy).

### ***Mobile Phones***

Mobile phones are not allowed in school for pupils. Please see the Safeguarding & CP policy for more information on staff use of mobile phones and cameras.

### ***School Uniform***

Pupils are required to wear the regulation school uniform. It should be clean and current. Hair should be kept tidy and off the face, with the use, where necessary of hair accessories in school colours. Jewellery – plain stud earrings – should be removed or taped for PE; no necklaces or bracelets should be worn unless required for medical or religious reasons.

### ***Responding to Staff Instructions***

Children are required to listen to and follow instructions from members of staff as and when required.

### ***Pupils Remain on Chandlings Site***

All pupils are required to remain within their prescribed physical boundaries within school and will only leave Chandlings site if accompanied by a member of staff or parent.

## **6. Key Personnel**

At Chandlings it is firmly believed that the monitoring of, and expectation for high standards is a whole school approach. All staff are made familiar with our Behaviour Policy during their induction process. We have a clear hierarchical system which ensures that staff and children alike receive consistency in support and handling of issues.

- **Form Teacher**
- **Head of Lower / Middle / Upper School**
- **Head of Boys or Girls/Head of Pre Prep**
- **Deputy Head Pastoral**
- **Head**

### **6.1 The Role of the Form Teacher**

Starting in Reception, all children are placed into mixed ability forms and have a designated form teacher. Pastorally the form teacher has initial responsibility for the behaviour and discipline of children in their class.

They are expected to be pro-active in building strong relationships with both children and parents alike, allowing for swift and appropriate handling of any issues that may occur. Day to day (low key) misdemeanors will be reported to form teachers and it is their responsibility to respond accordingly in line with the schools rewards and sanctions. In most instances, the form teacher is encouraged to take time to talk to the pupil and help them make better decisions.

If a form teacher becomes increasingly concerned about the general behaviour of a child, or if an incident is deemed to be 'serious' then the form teacher must liaise with their respective Head of School. This is not the end of the form teachers' involvement; however the Head of School will then take leadership of the situation.

### **6.2 The Role of the Head of Lower / Middle / Upper School (HOS)**

The Head of School is to provide pastoral support to their respective team of form teachers. Each HOS take overall responsibility for all the children in their year groups.

The form teachers are encouraged to seek advice/guidance from the HOS if they are concerned about the behaviour of a child in their form groups. The HOS is expected to be a presence within the year groups and is well known to all parents following a welcome meeting at the beginning of each academic year.

The HOS will either provide advice to the form teachers or alternatively take lead on a pastoral issue if it is deemed appropriate. In a situation where the HOS feels they need some support or guidance they will approach either the Head of Girls, Head of Boys or the Head of Pre Prep.

### **6.3 The Role of the Head of Girls (HOG)/ Boys (HOB)**

In our experience we believe that most pastoral issues at Chandlings are gender specific and providing a designated Head of Girls and Boys provides a very clear pathway to ensuring a speedy, but appropriate, solution is found. Both positions are held by members of the Senior Leadership Team which enables them to have sufficient influence on appropriate policies whilst also having immediate access to the Head if necessary.

The HOS's are encouraged to initially seek advice from the HOG or HOB if a situation arises that the HOS deems appropriate. The HOG / HOB will either provide the HOS with detailed advice or take lead in the situation.

The HOG/HOB take responsibility for all children at Chandlings (Nursery – Year 6); however the Head of Pre Prep is often heavily involved in pastoral issues lower down the school.

### **6.4 The Role of the Head of Pre Prep**

The Head of Pre Prep is responsible for supporting all Pre Prep staff with any behavioural issues concerning children in Nursery to Year 2.

All children based concerns are discussed weekly at our whole school staff meeting. The Pre-Prep also have an additional meeting where they are able to discuss children in more detail if necessary.

### **6.5 The Role of the Deputy Head Pastoral**

The Pastoral Deputy acts as the next cog in the handling of any pastoral issues. The Deputy Head Pastoral currently also holds the position of Head of Boys. Both roles are clearly separated and staff are encouraged to make it clear what level of support they are requesting when they refer a situation.

The Pastoral Deputy is expected to be a presence around school and easily accessible to children, staff and parents alike. At Chandlings we operate a very much open door policy in which children and parents are encouraged to share any concerns. If a Form Teacher or HOS is unavailable, a parent may bring a concern straight to the Deputy Head. In this instance the Deputy Head will feed back down the chain to ensure that the matter is dealt with at an appropriate level.

The Deputy Head Pastoral will usually take lead on any issues brought to them but will ensure that HOS's and Form Teachers are kept fully in the loop. The Deputy Head will seek advice from the Head in some instances.

## **6.6 The Role of the Head**

In the event of a serious incident or ongoing poor behaviour the Head will be involved in the resolution. The Deputy Head Pastoral is able to call on the support of the Head at all times and the handling of these 'serious' incidents will be swift and will often involve calling the parents into school.

The Head, following our reward and sanctions guidelines, will decide on the appropriate next step in dealing with the situation.

## **7. Rewards and Sanctions**

Positive reinforcements and rewards are the main means of our system of discipline. Any sanctions are designed to explain why antisocial or disruptive behaviour is not acceptable and to promote a constructive attitude to work and play, and a more positive feeling of self-esteem.

### **7.1 Early Years (Nursery and Reception)**

Acceptable and unacceptable behaviour is part of daily Early Years life. Early Years staff use a range of strategies to promote positive behaviour and progress. They aim to constantly praise good behaviour with recognition, stickers, certificates and extra responsibility. Staff set good examples and act as role models particularly with regards to manners and caring for one another.

Procedure for dealing with inappropriate behaviour depends on the maturity and emotional needs of each individual. Inappropriate behaviour is addressed through stories, role play and discussions. When inappropriate behaviour starts to become persistent, sensitive yet constructive communication with the parents is paramount. Children need subtle support so as not to become labelled. In some situations an adult will work alongside a child to support them. Stickers/charts might be given to mark progress if appropriate. In EYFS class teachers and the Head of School / Nursery deal with behaviour generally. All staff support each other and understand the importance of sharing information with each other.

In line with statutory requirements 3.52, The Head of Pre Prep records any occasions where physical intervention is used and when the parents were informed and by whom. In EYFS meetings staff are reminded of the statutory guidance for managing behaviour in 3.52 'Providers must not give corporal punishment to a child'.

### **Summary of Rewards and Sanctions in Early Years**

#### **Rewards:**

- Certificates: WOW board
- Extra responsibility
- Wall of Kindness (see Prep rewards for more information)
- Stickers/Charts

### **Sanctions:**

1. Reasoning/discussion with the pupil of good and bad choices
2. Pupils behaviour discussed with the Head of Pre-Prep
3. Meeting with Parents and Class Teacher
4. Meeting with Parents, Class Teacher and Head of Pre-Prep
5. The involvement of the Headmistress
6. Written warning to parents re possible need for withdrawal
7. Withdrawal/expulsion of pupil in line with Exclusion Policy

### **7.2 Years 1 and 2**

In Year 1 and 2, appropriate behaviour is expected. The staff continuously praises good behaviour through verbal admiration and also sticker rewards. Each week 'Work of the Week' certificates are awarded to children in each class from Nursery to Year 2. The Head of Pre-Prep awards the certificates during the Pre-Prep WOW assembly.

If a child repeatedly misbehaves or is rude, they may miss some minutes of their 'Golden Time' or in Year 1 playtime. The children are expected to apologise for their actions. An individual good behavioural card may be given to the child to help with their behaviour.

The class teacher will talk to the parents so they can work together in helping the child reach their targets. These discussions may also involve the Head of Pre Prep. In the case of 'playground issues' the class teacher and Head of Pre Prep will see the children either together or individually. If the situation merits it, parents will be informed of these interviews and invited in for further discussion if necessary.

### **Summary of Rewards and Sanctions in Years 1 and 2**

#### **Rewards:**

- Verbal Admiration
- Golden time
- Sticker rewards
- Certificates of achievement: WOW board
- Wall of Kindness (see Prep rewards for more info)

#### **Sanctions:**

1. Reasoning/discussion/explanation with reference to good and bad choices from pupil's Class Teacher
2. Loss of Golden Time, playtime
3. Parents invited in to speak to Class Teacher
4. Pupil sees Head of Pre-Prep
5. Pupil sees Headmistress
6. Parents meet Headmistress, Class Teacher and Head of Pre-Prep
7. Written warning to parents re possible need for withdrawal
8. Withdrawal/expulsion of pupil in line with Exclusion Policy

### 7.3 Prep (Years 3-6)

Discipline in Years 3-6 is progressive and reflects the age of the children involved. The form teacher takes immediate and daily responsibility for the basic standards expected here at Chandlings, using form times and PSHEE to reinforce our values. If a child's behavior drops below our expectations then the teachers will follow our sanctions as listed below.

#### Summary of Rewards and Sanctions in Prep (Years 3-6)

##### Rewards:

- House Points are awarded for effort, for excellent work and for good manners and behaviour. In Years 3 to 6 they are recorded in Prep Diaries. Each week the winning house is announced and awarded the house point trophy. This is repeated at the end of term to see which house has won over the whole term. Children work throughout the term towards bronze, silver and gold awards which can be received after reaching a designated level of house points. Bronze awards are handed out by form teachers each week, whilst the silver and golds are celebrated in Prep Assembly on a Tuesday morning. The top 3 house point collectors in each year receive a platinum certificate at the end of the term.
- Deputy Head certificates are awarded for Progress in any aspect of school life (5 House Points awarded). A child can be nominated for these awards by any members of Chandlings staff. The Deputy Head will be informed and the award will be presented during Tuesday's celebration assembly.
- The 'Wall of Kindness' is a chalk wall where staff can write down the name of any child who has been particularly kind or considerate to others within the Chandlings Family. The Deputy Head Pastoral will award 5 house points to all children who appear on the board. Pre-Prep children will receive stickers from Mrs McAloon.
- Excellence Book signing (10 House Points awarded) a child can be nominated for this award by any members of Chandlings staff. The pupil will be invited to the Headmistress' office where she will share the reason for the child being selected and he/she will sign the Excellence Book. Parents are encouraged to come into school and look at the book which can be found outside the Heads office. The Head receives nominations from staff and announces the individuals during Celebration Assembly.

##### Sanctions:

The role of the form teacher plays an integral, day to day, role in the managing of behavior at Chandlings. In many instances a form teacher may decide to have a conversation with a child which will often result in an immediate improvement in behavior. This type of response is used for extremely low level behavior. If a child's behavior falls below this basic level then a teacher may issue a minus mark.

**Minus** = a minus should be issued to a child if they have committed a minor misdemeanour, not in keeping with our Chandlings Values. A few examples of these are:

- running in the corridors
- not having correct equipment for a lesson
- low level poor behaviour in the classroom
- unkind behaviour on the playground (isolated incident)

The minus should be issued immediately into the child's Prep Diary and then logged before the end of the day on iSams where parents will see it through the parent portal.

**5 Minuses** = when a child receives their fifth minus in a half-term they will be asked to go on a Learning Walk with their respective HOS. A Learning Walk will simply be the HOS and child in question going for a wander around the school grounds during break or lunch to discuss the reason behind the minuses. The duration of the Learning Walk will depend entirely on the response of the child. For example:

- if the child immediately interacts with the HOS and clearly understands the errors of their ways, through their comments and behaviour, then they may only need a short 5 minute walk / discussion before you send them out to break.
- if a child is initially reluctant to accept responsibility for their actions and/or you as HOS do not feel that their body language / comments are convincing then you may feel the need to continue your learning walk for a longer period of time until you are satisfied.
- if a child shows no sign of accepting responsibility then they will lose their whole break time for their learning walk. In this instance the HOS will inform AB / EB in their capacity of Head of Boys / Girls and another learning walk will take place later that day with either AB or EB.

The learning walk is aimed at being an opportunity to help educate the child and provide them with the power to make the right decisions.

**8 Minuses** = on receiving 8 minuses in a half-term both the child and parents will be invited to come into school for a meeting with the Deputy Head Pastoral. During this meeting the child's behaviour issues will be discussed and parents will be made fully aware of the severity of this repeated behaviour. The punishment to the child will be a Deputy Head's Detention which will take place on a given night 4:15-5pm, during which the child will complete some specific work that has been set.

**10 Minuses** = on receiving 10 minuses in a half-term both the child and parents will be invited to come into school for a meeting with the Head. If behaviour does not improve immediately then the Head would be required to move to our exclusion policy.

**Learning Walks** - (see above for explanation) this will also be used for children who behave in a manner which immediately jumps them beyond a minus mark. Examples of this may include:

- Being rude to a member of staff
- Reported unkind behaviour over a period of time
- Isolated incidents which are out of character of the child

The use of a learning walk will be at the discretion of the HOS as and when an incident is brought to their attention. If a learning walk is used, a minus will **NOT** be given as this would be seen as double jeopardy. If, following a discussion with the teacher involved, a learning walk is deemed too severe then a minus **MUST** be given to the child.

**Deputy Detention** - (see above for explanation – start Summer Term) this will also be used for children who behave in a manner which immediately jumps them beyond a minus and learning walk. Examples of this may include:

- Aggressive behaviour towards other children or teachers
- Inappropriate behaviour or language of a serious nature

The use of a Deputy Detention will be at the discretion of the HOS / Deputy Head Pastoral as and when an incident is brought to their attention. If a Deputy Detention is used a minus will **NOT** be given as this would be seen as double jeopardy. If, following a discussion with the HOS / Deputy, a detention is deemed too severe then a Learning Walk or Minus **MUST** be given.

Other sanctions available to staff include:

- Report card given to child for teachers to comment upon in each lesson. The Deputy Head Pastoral must authorise this course of action.
- Suspension of pupil (being excluded for a certain period of time)
- Written warning to parents re possible need for withdrawal/expulsion
- Withdrawal/expulsion of pupil in accordance with Exclusion Policy

## 8. Rewards and Sanctions Records

We keep detailed and up to date records of all rewards / sanctions for each child. The prep diary is used to record house points and minuses which are handed out on a daily basis.

Our data management system (iSams) is used to record the majority of our behavioural incidents, both positive and negative. iSams is used to record the following:

- Deputy Head Certificates
- Minuses
- Catch up club
- Incidents of poor behaviour which reach the HOS or HOG/HOB are recorded in the child's personal profile. These are then universally accessible to all staff which allows our approach to be joined up and well communicated. An e-mail to the pupils' teachers can then be sent informing them of the updated profile.

In addition to iSams:

- Excellence Book entrants are recorded by the Registrar
- Serious misbehaviour is recorded in a specific 'Behaviour Register'

This policy refers to all sections of Chandlings including EYFS

- WOW pupils are recorded by Head of Pre Prep.

## 9. Document Information

Version Number	1.3
Reason for Version Change	Annual Review
Name of owner/author	Andy Boyle
Name of individual/department responsible	Andy Boyle, Deputy Head Pastoral
Target Audience	Public
Date issued	November 2017
Where available	School website / Console
Review Date	September 2018