BEHAVIOUR, DISCIPLINE, REWARDS & SANCTIONS

This policy refers to all of Chandlings Prep sections including EYFS

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1. Policy Statement

Chandlings Prep 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.

It is recognised that adjustments to sanctions may be required for children with additional needs and disabilities. Any report of poor behaviour from a pupil with additional needs or a disability will be discussed with the Head of Learning Support and the Form Teacher/Head of Year.

The Trustees expect that a high standard of discipline will be set and maintained at all times. The Chandlings Prep Values are concerned with care and consideration for others, and with safety inside and outside Chandlings Prep buildings 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. The Deputy Head (EYFS) addresses sections of the EYFS Guidance at Supervision meetings (Statutory Framework 3.58, 3.59 and 3.60). 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 'Restrictive interventions, including use of reasonable force, in schools" April 2026. 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. For detailed procedures regarding temporary or permanent removal from the school, please refer to our Exclusions Policy. The Trustees see the Anti-Bullying Policy as an integral part of the school's Behaviour Policy. The Trustees delegate to the Head the administration of the school's Behaviour Policy. The full policies are available from Chandlings Prep 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 achievements are acknowledged and celebrated.
- To provide pupils with opportunities to reflect on their behaviour, understand their actions have consequences and to help them learn for the future.
- 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 Prep

At Chandlings Prep 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 Prep 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

At Chandlings Prep we operate a very open door policy in which children and parents are encouraged to share any concerns

4. Chandlings Prep 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. Wellbeing Knight

We have embedded an ethos where mental health and emotional wellbeing is regarded as the responsibility of all.

The wellbeing programme at Chandlings Prep gives our children the understanding of what contributes to a healthy mind and body and it enables them to have the emotional literacy to express themselves, not only when things go right but also when they go wrong. We provide a platform that gives our children a voice. A voice that allows them to be able to express their feelings and know that these feelings will be listened to and acknowledged.

The Chandlings Prep Wellbeing Programme came about through a project with the School Council along with the staff and manifested itself as the Chandlings Prep Wellbeing Knight (based on school logo). The Wellbeing Knight identifies six areas of focus: My Heart, My Body, My Learning, My World, My Reflections, My Relationships which underpin all the wellbeing values and initiatives we have to prepare students for the next stages in their lives. These areas are explored every half-term in depth through our PSHEE and PSED programme, assemblies, via our social media (Wellbeing Wednesday), on our Wellbeing Website and then reflected on our Pastoral blackboard (bi annually) where actions are celebrated. Wellbeing is woven into the everyday lives of children at Chandlings Prep.

Throughout the school year the children are reminded of the Chandlings Prep Values and the Wellbeing Knight in PSHEE and PSED lessons (see PSHEE policy), Form Time 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 Prep does not tolerate bullying of any members of the Chandlings Prep community. Please see our Anti-Bullying Policy (available from the School Office). Annually we specifically address Anti-bullying Week in November and throughout the year Anti-bullying is covered through assemblies, PSED and PSHEE lessons.

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 E safety policy). Pupils sign an acceptable use policy each year. E safety is covered from Reception to Year 6 in PSED/ PSHEE lessons.

Mobile Phones

Mobile phones are not allowed in school for pupils. Please see the Safeguarding policy and Staff Code of Conduct 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 Prep Site
All pupils are required to remain within their prescribed physical boundaries within school and will only leave Chandlings Prep site if accompanied by a member of staff or parent.

6. Key Personnel

At Chandlings Prep 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/ Key Person in Nursery**
- **Heads of Years**
- **Head of Pastoral Care**
- **Head**

6.1 The Role of the Form Teacher/ Key Person in Nursery

Starting in EYFS, all children are placed into mixed ability forms and have a designated form teacher/ Key Person. Pastorally the form teacher/ Key Person has initial responsibility for the behaviour and discipline of children in their class.
Form Teachers/ Key Person are expected to be proactive 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) misdemeanours will be reported to (Prep) Form Teachers either via ISAMS in the instance of a Take5, CPOMS, and/ or in person if just a general concern. In most instances, the Form Teacher is encouraged to take time to talk to the pupil and help them make better decisions. The Form Teacher/ Key Person will keep the Deputy Head (EYFS)/ Head of Year in the loop with any behaviour issues. The role of the Key Person is outlined in the Statutory Guidance 3.34.

6.2 The role of specialist teachers

Specialist teachers will use CPOMS to document any pastoral concerns and will always communicate with the teacher by the end of the day.

6.3 The Role of the Heads of Year (HOY)
The Head of Year/Deputy Head (EYFS) is to provide pastoral support to their respective team of form teachers. They take overall responsibility for all the children in their year groups.

The Form Teachers are encouraged to seek advice/guidance from the HOY/ Deputy Head (EYFS) if they are concerned about the behaviour of a child in their form groups. The HOY/ Deputy Head (EYFS) 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 HOYs play an integral role in the managing, monitoring and issuing of sanctions and rewards.

All children based concerns are discussed weekly at our whole school staff meeting and in year group meetings.

6.4 The Role of the Deputy Head of Pastoral Care

The Head of Pastoral Care acts as the next layer in the handling of any pastoral issues.
The Head of Pastoral Care will usually take lead on any issues brought to them but will ensure that Head of Year/Deputy Head (EYFS) and form teachers are kept fully in the loop. The Head of Pastoral Care will seek advice from the Head in some instances.

6.5 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 Head of Pastoral Care 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 (see sanctions section).

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 / Nursery staff deal with behaviour generally. All staff support each other and understand the importance of sharing information with each other. The EYFS staff have supervision meetings with the Deputy Head (EYFS) to support their behaviour management strategies.

In line with statutory requirements 3.60, The Deputy Head (EYFS) 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 3.59.
'Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being'

Summary of Rewards and Sanctions in Early Years

Rewards:

- Certificates: WOW board
- Stickers/Charts

Sanctions:

1. Reasoning/discussion with the pupil of good and bad choices
2. Pupil's behaviour discussed with their Key Person/ Form teacher
3. Pupil's behaviour then addressed at the Head of Room level (if in nursery)
4. Pupil's behaviour discussed with the Deputy Head (EYFS)
5. Meeting with parents, Key Person and Head of Room (if in nursery)
6. Meeting with parents, Key Person/ Form Teacher and the Deputy Head (EYFS), if it has escalated to this level.
7. The involvement of the Head when the behaviour has escalated.
8. Written warning to parents re possible need for withdrawal
9. Withdrawal/expulsion of pupil in line with Exclusion Policy

7.2 Summary of Rewards and Sanctions in Years 1 and 2

In Year 1 and 2, appropriate behaviour is expected. The Form Teacher takes immediate and daily responsibility for the standards expected here at Chandlings Prep, using form times and PSHEE to reinforce our Chandlings values.

Rewards:

- Verbal positive praise

- House points are awarded for effort, for excellent work and for good manners and behaviour.
- Certificates of Excellence: Excellence board (academic) or recognition postcard (based upon Chandlings Values)These must be recorded on ISAMS by the form teacher. 5 house points will be awarded for either.
- End of year Prize Giving is where teachers award every child a certificate for demonstrating academic excellence or for demonstrating our Chandlings values

Sanctions:

Traffic Light System:

Green	A gentle reminder – the child is beginning to make inappropriate choices or is off-task.	Verbal redirection from the staff member. The child is encouraged to reflect and adjust behaviour. No formal recording is made at this stage.
Amber	Continued disruption or repeated inappropriate behaviour.	A clear reminder is given. This may include a short time-out or a change of seating. If a pattern of behaviour emerges, it is logged on CPOMs.
Red	Behaviour has not improved or a more serious incident occurs (e.g. aggression, defiance).	As a consequence there may be a partial loss of break or stay in session with the Form Teacher. The incident is logged on CPOMs and ISAMS. Parents are contacted via email, phone, or face-to-face by the class teacher. If a child receives more than 2 red cards in a week, the Head of Year will email the parents and there will be partial loss of break or stay in session with the Head of Year. If the child receives 3 or more in a half-term, the matter is escalated to the Deputy Head Pastoral. Parents are emailed/phoned by the Deputy Head Pastoral.

All behaviour incidents at the red stage are logged internally via CPOMs. Communication with parents will be by email, phone call, or meeting.

Please note that if the Head of Year feels that it is necessary parents may be phoned during the day to arrange a meeting to discuss behaviour.

It may be deemed necessary to send a child home. The Deputy Head Pastoral will phone or

speak to parents if there are any biting incidents or if a child displays intentional severe physical or verbal behaviour.

7.3 Years 3-6

The Form Teacher takes immediate and daily responsibility for the standards expected here at Chandlings Prep, using form times and PSHEE to reinforce our Chandlings values.

8. Summary of Rewards and Sanctions in Year 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 and Silver awards are handed out by Form Teachers each week, whilst the Gold is celebrated in a Whole School Assembly on a Wednesday morning. The top 3 House point collectors in each year receive a Platinum certificate at the end of the term.
- Deputy Head Postcards are awarded for progress in any aspect of school life (5 House Points awarded). A child can be nominated for these awards by any member of Chandlings Prep staff. The Postcards are sent directly home to the child's family address. This is recorded on ISAMS.
- The Pastoral Blackboard is a chalk wall where staff can write down the name of any child who has demonstrated the Chandlings Value we are focusing on. The Pastoral Board will be photographed and appear in the Fort-Knightly News.
- Excellence Book signing (10 House Points awarded) a child can be nominated for this award by any members of Chandlings Prep staff. The pupil will be invited to the Head's 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 Head's office. The Head receives nominations from staff and announces the individuals during the Head's Wednesday Assembly.
- End of year Prize Giving is where teachers award some pupils a prize for demonstrating academic excellence or being a role model for other Chandlings pupils
- Members of Year 6 apply for leadership roles in House, School Council, Eco Committee, Charity, Performing Arts, Language, Technology, Sport and Wellbeing.

Sanctions:

If a child's behaviour dips below our expectations then the teachers will follow our sanctions as listed below.

The Sanctions used at Chandlings Prep are deemed to be reflective and consistent.

GREEN CARD - a Green Card would be issued as an official 'warning' for either poor effort or behaviour. The teacher would aim to have a quiet word with the child and suggest that they were not 'getting it right' and a change in behaviour / attitude should ensue. Some children would

benefit from a visual card placed on the desk. This would be in the instance of any behaviour which is deemed to be disrupting the class or outside of our Chandlings Prep Values. This is an opportunity for the child to **REFLECT** on their behaviour and make the decision to correct the issue. If the child makes the necessary changes then the teacher will simply remove the Green Card from the desk. A child may **NOT** now receive another Green Card in the same lesson. If the behaviour dips again, the teacher should move straight to a **TAKE 5** (see Take5 explanation later in document)**.** If the Green Card is removed, the child will not receive any further punishment.

RED CARD - a Red Card is issued when a child has been unable to turn their behaviour around despite the warnings of a Green and/or TAKE 5. Please note the behaviour does not need to have declined in order to warrant a Red Card - if a child has maintained the same, below standard level of behaviour throughout the lesson this should result in a RED CARD. The child needs to have made a significant change to their original behaviour to avoid getting a Red CARD.

a) At the end of the lesson the teacher will take a moment to explain/remind the child 'why' they are being issued with a Red Card. This should not come as a surprise to the child as they will have had initial warnings during the Green and TAKE 5 phase.
b) This is another opportunity for the child to reflect and hopefully deem it appropriate to apologise to the teacher in question.
c) The Red Card is recorded on ISAMS by the teacher that administered it. This will alert the Form Teacher who should take a moment to ask the child to explain their actions and how this could be avoided in the future. This provides another opportunity for reflection.
d) The sanction for a child who receives a RED CARD is a Chandlings Restorative Talk (please see below for an explanation of Chandlings Restorative Talk).
e) Parents will be contacted by the Form Teacher before the end of the day. Ideally this will be in person or via the telephone; however an email is acceptable if necessary.
f) In the unusual event of a child's behaviour still impacting on the learning of those around them following the issuing of a RED CARD, the member of staff is able to send one of the other children with their Classroom Card to the office. The Classroom Card will simply have the name of the teacher printed on the card e.g Mrs Brawn, and the office staff will immediately ask a member of the SLT to attend your room and remove the child. In this instance, parents must be spoken to by the Form Teacher prior to the child going home. If this situation escalates, it may be a member of SLT who makes contact with the parent.

A Red Card may also be issued for isolated incidents of poor behaviour which occur outside of the classroom and require more than a Take5 sanction (please see Physical / Inappropriate Behaviour section below). The Head of Pastoral Care will always be consulted in this instance before the sanction is issued.

Chandlings Restorative Talk - This will take place during lunch play. Children will always be supervised during this sanction by their respective Head of Year and there will be the opportunity to discuss how they can make improvements to their future behaviour.

Head of Pastoral Care Detention - if a child incurs two Red Cards within a half term then they will be issued with a Head of Pastoral Care Detention. A Head of Pastoral Care Detention takes place after school between 4.00pm and 5.00pm. The detention will take place on a convenient afternoon each week and will take priority over any activities or school events e.g. sporting fixtures or clubs. In all cases the parents of the child will be invited into school to meet with the Head of Pastoral Care and form teacher. During this meeting it will be explained to the parents that the next step is a meeting with the Head.

A pastoral detention may also be issued for isolated incidents of poor behaviour which occur outside the classroom and require more than a Chandlings Restorative Talk (please see Physical / Inappropriate Behaviour section below). The Head of Pastoral Care will always be consulted in this instance before the sanction is issued.

Head's Detention - if, following two RED CARDS (Pastoral Head Detention), a child continues to behave below the standards expected at Chandlings Prep then they will be invited in for a meeting with the Head and their parents. A Head's Detention may be issued.

A Head's Detention will take place on a day convenient for the Head and will run from 5.15pm to 6.00pm.

Continued poor behaviour will be escalated to:

Internal Suspension
External Suspension
Exclusion

Physical / Inappropriate Behaviour - if a child behaves in a physical / inappropriate manner towards another pupil or member of staff the matter will be investigated by the Head of Pastoral Care. Types of physical / inappropriate behaviour may include:

a) Punching / hitting
b) Biting
c) Kicking
d) Spitting
e) Throwing an item at someone
f) Inappropriate Language
g) Stealing
h) anti-social online behaviour (bullying, privacy invasion)

In ALL instances, the child will be expected to explain their actions in front of the Head of Pastoral Care and/or the Head who will issue one of the sanctions listed below depending on the severity of the incident:

a) Red Card
b) Pastoral Head Detention
c) Head's Detention
d) Internal Suspension
e) External Suspension
f) Exclusion

Both sets of parents will always be contacted before collection on the same day by the Pastoral Head. Parents will be asked to attend school to meet with the Head and/or Pastoral Head.

Chandlings Prep recognises that challenging behaviour can be an indicator of an underlying safeguarding concern or unmet need. Where behaviour is deemed to be a possible sign of abuse, neglect, or exposure to harm (including harmful sexual behaviour), the disciplinary process may

be suspended, and the matter will be referred immediately to the Designated Safeguarding Lead (DSL) in accordance with the Safeguarding and Child Protection Policy.

Take5 – monitoring behaviour and ensuring consistency outside of the classroom can often be more challenging than dealing with issues inside the classroom. The Take5 system aims to be a simple and effective way of inconveniencing children as and when they do not adhere to our basic school rules.

The Take5 works in the following way:

- The teacher will stop the child, explain to them what they have done wrong and issue them with a Take5
- A Take5 is issued verbally to the child and will consist of them missing 5 minutes of their lunch time break
- The issuing teacher is expected to add the Take5 to ISAMS at their earliest convenience, but certainly before the end of the school day
- The child must be told explicitly which lunchtime they are missing 5 minutes from as it will be their responsibility to report to EB/MC's class at lunch time break
- The Head of Pastoral Care/ HOY will check the register prior to each lunch break time and a member of duty staff will greet the children
- Each child will use a 5 minute egg timer and will be allowed to go to lunch when their timer is complete
- If a child fails to attend their Take5 session then the sanction is doubled for the following day
- If a child receives three Take5's in one week they will be issued with a Red Card
- If a child receives six Take5s in a half term they will be issued with a Red Card

A few examples of possible Take5 misdemeanours are listed below. This is obviously not an exhaustive list but to act as a guide:

- Running dangerously through the school.
- Low level, silly behaviour at break / lunch times
- Pushing in the lunch queue
- Being too noisy moving around school
- Messing around whilst lining up outside a classroom
- Being inside at break time without a legitimate reason

Take 5's should not be given

- Being late for their lesson- only if the child is significantly late and has no excuse
- Not completing homework- this needs organisational support/ conversation with parents. This applies for Year 3 and 4. In Year 5 and 6 pupils have one 'pass' per subject each half term. If their homework is not completed a second time, a Take 5 will be issued.

Take 5's are not communicated to parents as the incidents are deemed low level and dealt with swiftly within school. In the event of three Take5's being issued in a week then parents would be contacted as the child will be issued a RED CARD.

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 which are handed out on a daily basis. Our data management system (CPOMS) is used to record the majority of our behavioural incidents, both positive and negative. ISAMS is used to record the following:

- Deputy Head Postcards
- Excellence Awards
- Bronze, Silver and Gold House points
- Pastoral Blackboard Acknowledgment
- Take5 and Red Cards
- Incidents of poor behaviour which reach the HOY 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 email to the pupils' teachers can then be sent informing them of the updated profile.

CPOMS records:

- Sexual Harassment / Behaviour
- Pastoral Concerns
- Bullying behaviour
- E safety behaviour
- Safeguarding Concerns