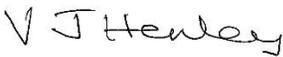


REWARDS AND SANCTIONS POLICY

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Signatories:	Headmaster:  Governor: 

Behaviour Policy including Rewards and Sanctions

(This policy is applicable to all pupils in the Prep Department, Years 3 to 8)

Rewards and Sanctions

This policy applies to all children in the prep school. (see also Pre-Prep and EYFS Behaviour Policy)

At St Andrew's Prep, we encourage the establishment of good teacher/pupil relationships and support the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined and safe learning environment. The school's system of rewards and sanctions is outlined in this document.

While the Headmaster is the one in overall charge of discipline at St Andrew's, it must be understood and accepted that without an equal and consistent contribution from all staff good discipline cannot be maintained. Parental support in this respect is essential too.

This policy has been written with regard to the non-statutory guidance from the DfE Behaviour and Discipline in Schools (2016) See also *Anti Bullying Policy*. Also, under the Equality Act (2010), reasonable adjustments will be made for pupils with special educational needs/disabilities

St Andrew's adopts four core school values that operate throughout the school:

- to be tolerant and forgiving
- to listen
- to be kind and honest
- to try our best

This document was informed by reference to the relevant documentation issued by DCFS (DfES), IAPS and the East Sussex Local Authority. It is also in accordance with the School's *Equal Opportunities* and *Child Protection/Safeguarding Policies*

The Androvian Moral Code

At St Andrew's Prep we want pupils to develop a strong **moral character**. All Androvians are expected to demonstrate the following characteristics at all times:

- Kindness
- Honesty
- Respect
- Gratitude
- Courage

The Androvian Habits of Learning

We expect Androvians to think for themselves and demonstrate strong **Intellectual Character**. We strive to embed in every pupil eight habits of learning that lead to effective thinking and learning. These characteristics are seen as integral to producing inquisitive minds belonging to successful and well-rounded individuals who are ready for the challenges of mid-21st Century life.

- Adaptability
- Ambition
- Collaboration
- Creativity
- Curiosity
- Initiative
- Reflectiveness
- Resilience

St Andrew's Prep Code of Conduct

Each pupil is taught to recognise that everyone has Rights and Responsibilities. These are:

- Everyone has the right to be heard
- Therefore everyone has the responsibility to listen to others

- Everyone has the right to express their opinion
- Therefore everyone has the responsibility to respect each other as an individual and not laugh at ideas that we do not agree with

- Everyone has the right to feel safe at school
- Therefore everyone has the responsibility to respect each person in the community, their belongings and the property of the school

Our Classroom Golden Rules

We expect all St. Andrew's pupils to approach daily life with good manners, kindness and respect.

- Arrive on time for every lesson and bring all equipment and books.
- Listen to and follow instructions without needing to be reminded.
- Put up your hand in class when you want to contribute.
- Make sure your uniform is tidy and smart at all times.
- Look after your own property – make sure it is named and put away properly

- Look after property that belongs to other people, including the school.
- Listen to others and encourage them if you think they need help.
- Make sure you do not keep others from their work.
- Take pride in classwork, always taking care to present work neatly.
- Remember to say *Please*, *Thank you* and *Sorry* whenever appropriate

If you can only remember two rules, remember these:

- Treat others as you would like to be treated
- Be kind

Years 3 to 8 - Promoting good behaviour

Good behaviour is promoted through weekly whole school and departmental assemblies, chapel, tutor periods, Mind Matters, PSHE and the rewards system (see below). All staff are expected to take an active approach to promoting good behaviour; children can and should be rewarded for their good behaviour.

REWARDS (Years 3-8 unless stated)

Verbal and Written Praise

Verbal praise should be used where appropriate to reinforce expected standards of work and behaviour. It may apply to individuals, groups or whole classes. Written praise should be used where appropriate to reinforce expected standards of work. Where possible any such comments should be added to the child's notes on the portal. See also *Marking Policy*.

Privilege Time (Years 3 and 4)

Pupils in Years 3 and 4 (ie: Juniors) are awarded "Minutes on" for consistently good behaviour. Privilege time is therefore not seen as a right and this hopefully encourages positive behaviour.

Tokens

Tokens are awarded for acts of kindness or excellent behaviour as well as for achievement in the class room and for contributions to extra-curricular activities. In lessons, tokens will be handed out to pupils, who will then place them in their relevant House token tube. Outside of class, pupils who are kind and have good manners, 'go the extra mile', work hard, are honest, display integrity and respect will also be given tokens to place in their relevant House tube.

Junior Cup (Years 3 and 4) – awarded in Friday's Junior Assembly and Monday's whole school Assembly for impressing all teachers in the dept

Star of the week (Years 5 and 6)

In Years 5 and 6 each tutor will select a pupil to be their group's Star of the Week. This weekly award is given to pupils who staff feel have gone over and above in displaying or demonstrating the Androvian Moral Code or Habits of Learning. Each recipient will be presented with their certificate, a lunch pass in their department assembly as well as receiving 10 additional tokens for their House. The pupils are also celebrated in the weekly school Bulletin. They can take a friend on their lunch pass each day.

Pupil of the Week (Years 7 and 8)

Following staff nominations, the Head of the Senior department will award four Pupil of the Week awards to their department (one boy and one girl in the both Year 7 and 8). These children gain a lunch pass for the following week and are able to take a friend, as well as receiving 10 additional tokens for their House. They are also celebrated in the weekly school Bulletin.

Headmaster's Merits

Headmaster's Merits are awarded directly for exceptional pieces of work which is deemed to be especially good within the context of a child's learning profile.

Headmaster's Commendations

Pupils can be awarded a commendation for exceptional examples of kindness or initiative. The Headmaster will sign and laminate a special certificate which will be presented in assembly.

Raffle Tickets

In Years 3 - 8 pupils are awarded five raffle tickets every time their Industry scores improve over a period. Raffle tickets are then drawn out in a Raffle Assembly which takes place every half term in addition to the end of term prize draw.

House Competition / Group Rewards

Each child in the school is allocated to one of four Houses. The Headmaster reads out the House Industry and Stars totals in assembly. The House that wins overall (accumulated total of stars, industry, sports matches etc...) receives a treat in the last week of term. (Rewards Trip)

Form/Group of the week

Nominations for this weekly award are sent in to the Headmaster. The winning form/group are presented with a trophy during Monday morning assembly.

Seniors' Yellow Duck award (Years 7 and 8)

This is awarded to pupils in Years 7 and 8 who are observed displaying and act of kindness by their Head of Department. This is awarded in their department assembly and celebrated in the weekly school bulletin.

See Rewards Summary Diagram on page 10

Sanctions

General

Children should be made aware of sanctions within the classroom and school in general at the start of each year/upon joining the school. It is generally accepted that while punishment can help to discourage and contain poor behaviour, it can have only a limited effect on the promotion of good behaviour.

When the behaviour of a child is deteriorating he/she must be reminded of the consequences that may follow. He/she must understand that they are the ones who have choices to make, and that they can control the outcome of the situation, for better or worse. Liaison with a child's form teachers/tutors in matters of poor behaviour or work performance is an essential part of the process of educating children into better ways. Corporal punishment should never be used at St Andrew's Prep. Children whose work performance needs chasing should not be punished unless the behaviour surrounding their poor performance is unacceptable.

Sanctions – Work

It is the responsibility of each member of staff to make sure that the work they set is completed to their satisfaction. If a child fails to do this he/she must be given the opportunity to complete the task in their own free time or in a supervised "catch-up session" and usually within 72 hours. If the child still has not done the work, the nature of the offence will be written on the portal system so that the tutor and Head of Department are aware. A work detention may follow and will be supervised by an SMT member during a break time detention. The Form Teacher / Tutor of the individual must be informed by the subject teacher when this happens, as well as the SMT member of staff supervising the catch up session.

Industry

Poor/inadequate work performance should be addressed by the appropriate award of a low Industry score. If an undesirable trend is developing, this should be reported by subject teachers to the child's form teacher/tutor. If very low Industry Grades are given, the teacher should email the form teacher / tutor giving a brief reason why this has been issued.

Tutors should keep a record of these more serious academic concerns and put strategies for improvement in place with, and for, the child concerned. They should involve the Head of Department, Head of Pastoral Care and Deputy Head if the situation does not improve.

Personal Progress Record (PPR)

Where there are concerns about a child's deteriorating performance in lessons, it may be agreed by the child's form teacher/tutor, Head of Department and/or a member of SLT that the child will

be given a Personal Progress Record (PPR). The PPR will target specific areas for improvement and will be circulated to all staff involved with the child concerned. This should be signed off by the Tutor at the end of each day and HoD at the end of each week to monitor performance. Parents will be informed by the form teacher/tutor.

Sanctions – Conduct and Behaviour

Unsatisfactory behaviour must not be tolerated. Staff should establish clear and consistent standards in the classroom and around the school. There will be occasions when staff will need to admonish and punish; consistency is particularly important at this time. In cases that are deemed pertinent the nature of the offence will be written on the portal system in the pupil's file. The file includes the pupil's name, year group, date and sanction imposed. This system automatically sends an email notification of the offence to the pupil's Tutor, Head of Department, Head of Pastoral Care, Head of Well-Being and Headmaster.

The following forms of sanction are used within the school's behaviour policy:

Verbal Warnings – Low level disruption in class should be nipped in the bud with a suitable verbal admonishment by the class teacher.

Teacher Input – Teachers are encouraged to deal with continued low level disruption within their lessons by awarding a suitable sanction. Examples may include: moving closer to the teacher, staying behind at the end of the lesson to talk with the teacher or missing part of a break or lunchtime. Sanctions should be recorded on the Portal to inform the necessary staff.

Minutes Off Privilege Time, Debits and HoD Detention (Years 3 and 4)

- Teachers may remind children that they will not be given “minutes on” for that week and will therefore not receive their privilege time.
- If the poor behaviour persists this sanction will be applied and it will be logged using the portal. The child will be warned that as a result, he/she will lose minutes from break. The child will sit on the bench at lunchtime with the teacher on duty to serve these minutes off.
 - If 5 minutes off are received, the form teacher will speak with the pupil.
 - If 10 minutes off are received, the form teacher will administer a more formal detention where the child will sit inside with Mrs Veitch during Friday break for the appropriate time.

If a further 5 minutes off are received a Deputy Headmaster detention will be considered. The Head of Department may discuss this with the Head of Pastoral Care at this stage before deciding on the sanction. This will be logged on the portal. Parents will be informed by the form teacher.

- If further minutes off are accrued in any given term, the steps above will be repeated.
- **Classroom Debits (Years 5-8)** – Along with sanctions for poor behaviour in lessons, a Class Report Card (available on the Sharepoint) can be used to issue warnings to pupils whose behaviour is consistently poor in a lesson. Pupils may have a warning recorded twice and on the third warning, be placed in a debit detention at the soonest opportunity. The timings of the detentions are indicated at the bottom of the Class Report Card and the detention will be taken by a member of the SMT. This detention will also result in a classroom debit, which is to be recorded on the Portal by the member of staff giving the detention.
- **PPR** – (See above) – An individual may be put onto a PPR if there are consistent patterns of behaviour or conduct that are causing concern. This will happen following consultation between the Form Tutor and any relevant members of the teaching staff.
- **Detentions (Years 5-8)** – These are to be given for serious offences or if three debits have been accrued. Any member of staff who is unsure about the type of punishment to give should check with the individual's Form Tutor or HoD. Detentions are to be recorded in the allocated area on the Portal. The tutor should notify the HoD and Head of Pastoral Care via email when someone has accrued three debits and requires a detention. A **Detention** lasts for half an hour, usually supervised by the HoD and the HoD will inform parents.
- **A Deputy Head's Detention (Years 5-8)** will follow if the poor behaviour persists, whereby a pupil receives two HoD detentions in anyone term, or for a particularly serious offence and will usually last for one hour. The Deputy Head's Detention takes place between 17.45 and 18.45 and is supervised by a member of the SLT. If a child receives a 2nd Deputy Head's Detention, parents will be informed via letter at this stage and they will be told when it will take place.
- **Saturday Afternoon Detention (1.30pm-3.00pm)** – If a child is required for a further detention, this will take place on a Saturday afternoon. Parents will be given 48 hours' notice of this. A child might also be placed in Saturday afternoon detention (by the Head) for a major offence.

If a child receives a Saturday Afternoon Detention, an IBP (Individual Behaviour Plan) will be drawn up by the Head of Pastoral Care in consultation with the relevant Head of Department. These are created when a child does not appear to be responding positively to the normal system of Rewards and Sanctions. The Head of Pastoral Care will organise for the child's parents to be called into school for a formal meeting at which the IBP will be discussed. The IBP will be circulated to all staff involved with the child concerned once it has been agreed with parents.

Suspension/Exclusion

Further poor behaviour from this point may well set a child on the path towards temporary or permanent suspension/exclusion (see Admissions, Discipline and Exclusions Policy). Certain extreme acts may, on their own, be enough for the Headmaster to suspend a child from school with immediate effect.

Restraining pupils

Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the Head, may use such force as is reasonable to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property including their own
- behaving in a way which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a pupil.

Reasonable Force

The degree of force must be in proportion to the incident and the minimum to achieve the desired result. The use of reasonable force might be justified in the following situations:

- violent behaviour by a pupil such as fighting or attacking a member of staff or another pupil
- acts of vandalism
- behaviour by a pupil, such as rough play, the misuse of objects or running in the corridors, which is likely to cause personal injury or damage to property

Recording Incidents

It is important to keep detailed, up-to-date written records of all incidents when force has been used and to immediately inform the Headmaster, Deputy Head or in their absence a member of the SLT. These records should include:

- the names of the pupils involved and any witnesses together with where and when the incident took place
- the reason why the use of force was necessary
- a description of the incident including the steps taken to calm the situation before the force was deemed to be necessary and the nature of the force used
- the pupils' response
- the outcome of the incident
- Details of any injury suffered by any of the parties or damage to property.

Conclusion

As the above guidelines imply, the use of force is only warranted in very exceptional circumstances and should NOT be regarded as a normal method of enforcing discipline.

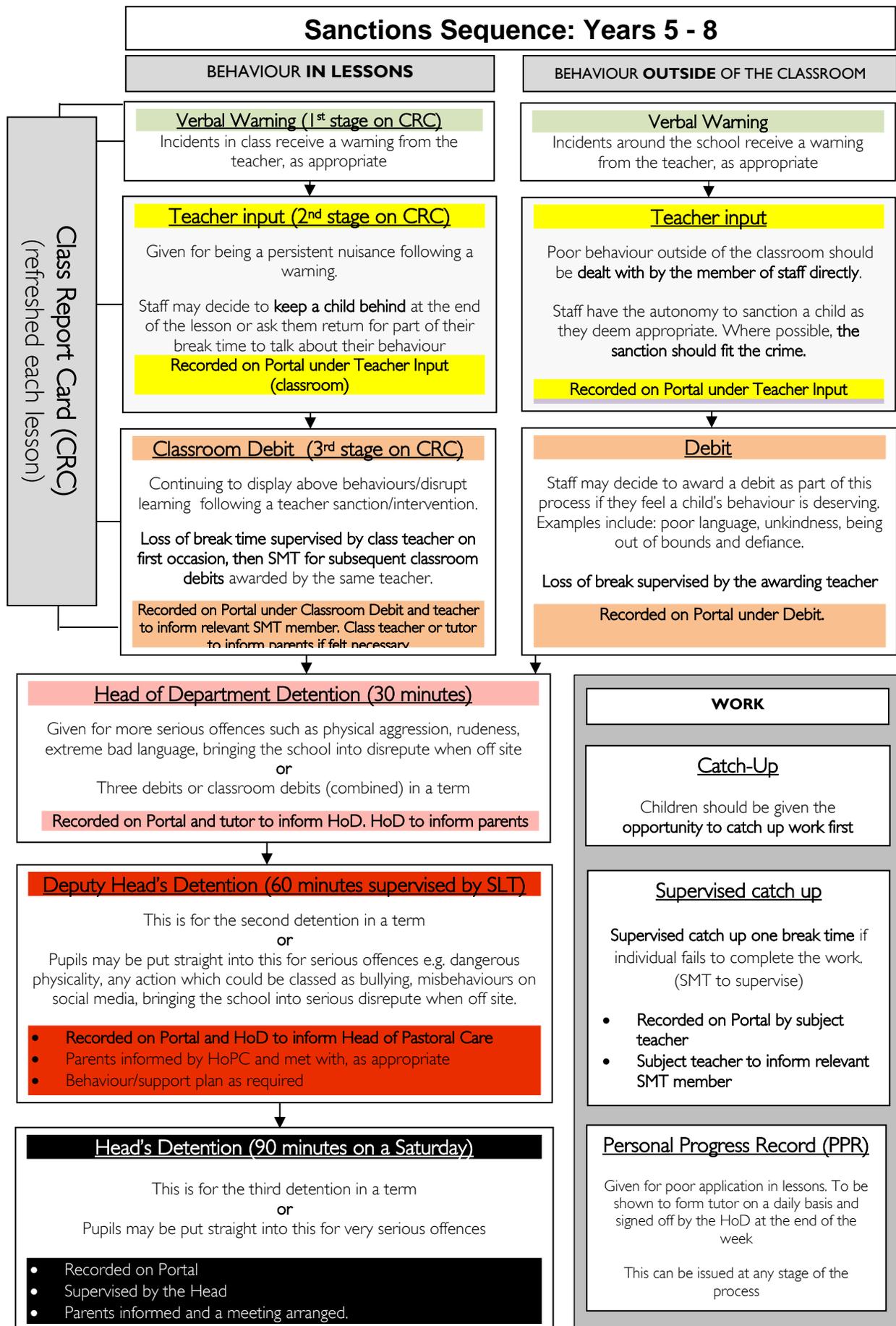
General Statement

A copy of the School's Disciplinary Sequence is posted in every tutor room, together with the "Code of Conduct". It is the role of a Form Tutor to monitor the standards of conduct achieved by the members of the tutor group. Tutors must refer to the diagram when talking to the children about their conduct.

In all disciplinary matters, intervention by the Head of Department, the Head of Pastoral Care and the Headmaster is at the discretion of the aforementioned. This may mean an acceleration of the above process. Also note that, for pupils who repeatedly misbehave, suitable support systems will be put in place and there will be close liaison with parents and if appropriate, other agencies.

(Please see *Admissions, Discipline and Exclusions Policy*).

Sanctions Sequence: Years 5 - 8



Class Report Card (CRC)
(refreshed each lesson)

BEHAVIOUR IN LESSONS

BEHAVIOUR OUTSIDE OF THE CLASSROOM

Verbal Warning (1st stage on CRC)
Incidents in class receive a warning from the teacher, as appropriate

Verbal Warning
Incidents around the school receive a warning from the teacher, as appropriate

Teacher input (2nd stage on CRC)
Given for being a persistent nuisance following a warning.
Staff may decide to **keep a child behind** at the end of the lesson or ask them return for part of their break time to talk about their behaviour
Recorded on Portal under Teacher Input (classroom)

Teacher input
Poor behaviour outside of the classroom should be **dealt with by the member of staff directly**.
Staff have the autonomy to sanction a child as they deem appropriate. Where possible, **the sanction should fit the crime**.
Recorded on Portal under Teacher Input

Classroom Debit (3rd stage on CRC)
Continuing to display above behaviours/disrupt learning following a teacher sanction/intervention.
Loss of break time supervised by class teacher on first occasion, then SMT for subsequent classroom debits awarded by the same teacher.
Recorded on Portal under Classroom Debit and teacher to inform relevant SMT member. Class teacher or tutor to inform parents if felt necessary

Debit
Staff may decide to award a debit as part of this process if they feel a child's behaviour is deserving. Examples include: poor language, unkindness, being out of bounds and defiance.
Loss of break supervised by the awarding teacher
Recorded on Portal under Debit.

Head of Department Detention (30 minutes)
Given for more serious offences such as physical aggression, rudeness, extreme bad language, bringing the school into disrepute when off site
or
Three debits or classroom debits (combined) in a term
Recorded on Portal and tutor to inform HoD. HoD to inform parents

Deputy Head's Detention (60 minutes supervised by SLT)
This is for the second detention in a term
or
Pupils may be put straight into this for serious offences e.g. dangerous physicality, any action which could be classed as bullying, misbehaviours on social media, bringing the school into serious disrepute when off site.
Recorded on Portal and HoD to inform Head of Pastoral Care
Parents informed by HoPC and met with, as appropriate
Behaviour/support plan as required

Head's Detention (90 minutes on a Saturday)
This is for the third detention in a term
or
Pupils may be put straight into this for very serious offences
Recorded on Portal
Supervised by the Head
Parents informed and a meeting arranged.

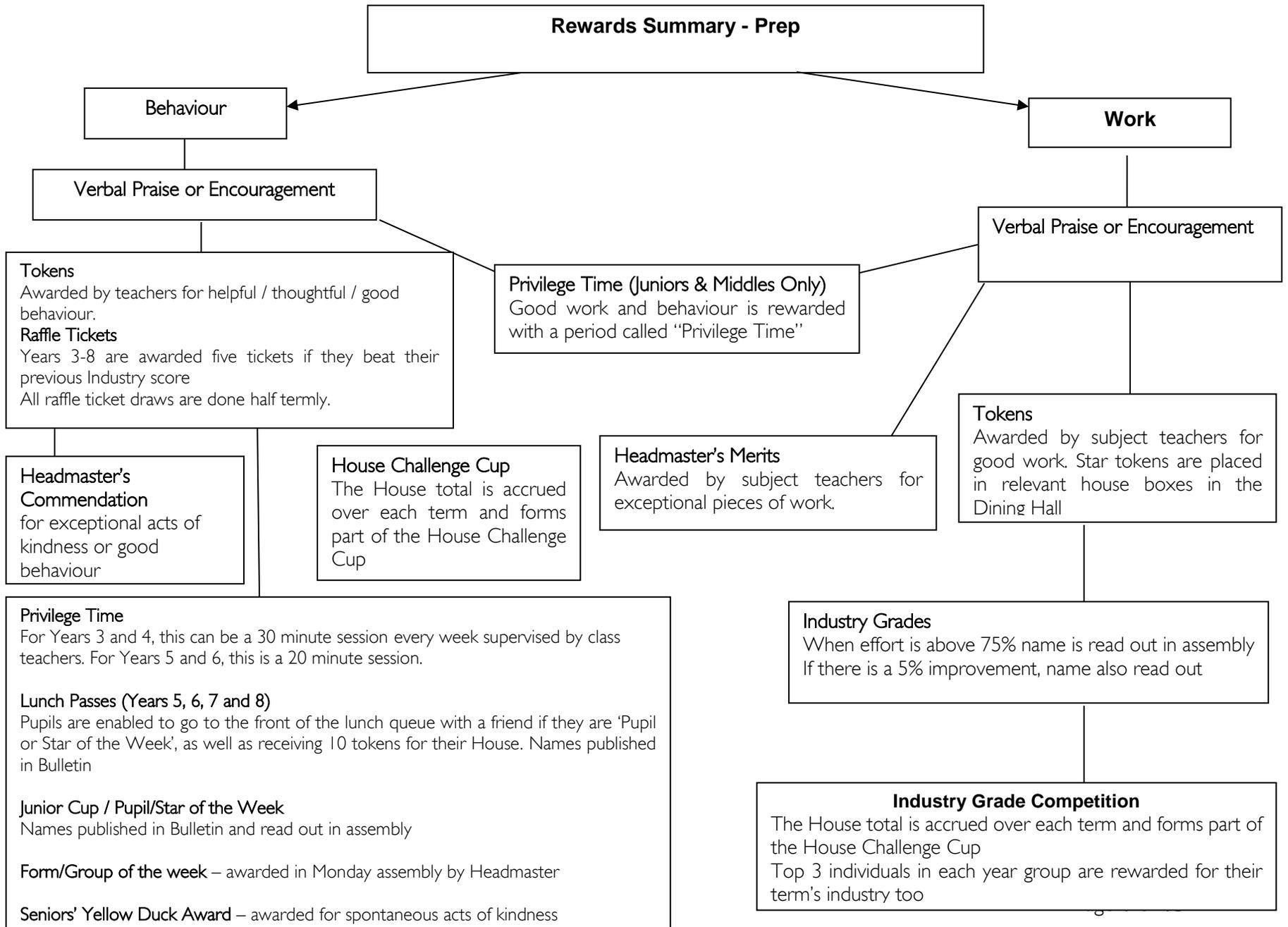
WORK

Catch-Up
Children should be given the opportunity to catch up work first

Supervised catch up
Supervised catch up one break time if individual fails to complete the work. (SMT to supervise)

- Recorded on Portal by subject teacher
- Subject teacher to inform relevant SMT member

Personal Progress Record (PPR)
Given for poor application in lessons. To be shown to form tutor on a daily basis and signed off by the HoD at the end of the week
This can be issued at any stage of the process



Rewards Summary - Prep

Behaviour

Work

Verbal Praise or Encouragement

Verbal Praise or Encouragement

Tokens
Awarded by teachers for helpful / thoughtful / good behaviour.
Raffle Tickets
Years 3-8 are awarded five tickets if they beat their previous Industry score
All raffle ticket draws are done half termly.

Privilege Time (Juniors & Middles Only)
Good work and behaviour is rewarded with a period called "Privilege Time"

Tokens
Awarded by subject teachers for good work. Star tokens are placed in relevant house boxes in the Dining Hall

Headmaster's Commendation
for exceptional acts of kindness or good behaviour

House Challenge Cup
The House total is accrued over each term and forms part of the House Challenge Cup

Headmaster's Merits
Awarded by subject teachers for exceptional pieces of work.

Privilege Time
For Years 3 and 4, this can be a 30 minute session every week supervised by class teachers. For Years 5 and 6, this is a 20 minute session.

Lunch Passes (Years 5, 6, 7 and 8)
Pupils are enabled to go to the front of the lunch queue with a friend if they are 'Pupil or Star of the Week', as well as receiving 10 tokens for their House. Names published in Bulletin

Junior Cup / Pupil/Star of the Week
Names published in Bulletin and read out in assembly

Form/Group of the week – awarded in Monday assembly by Headmaster

Seniors' Yellow Duck Award – awarded for spontaneous acts of kindness

Industry Grades
When effort is above 75% name is read out in assembly
If there is a 5% improvement, name also read out

Industry Grade Competition
The House total is accrued over each term and forms part of the House Challenge Cup
Top 3 individuals in each year group are rewarded for their term's industry too

