



## Promoting Good Behaviour Policy

*This policy is inclusive of all pupils in the Prep School*

**Reviewed: January 2025**

**Reviewed by: V Rae**

### INTRODUCTION

Our mission is for Moulsford pupils to stand on their own as lifelong learners, growing in confidence and independence and where good habits become second nature. We aim to develop a caring community where everyone feels respected and valued and a sense of responsibility is fostered along with concern for others. We want our children to feel supported and to support each other, sustaining a close partnership between school and home.

The School acknowledges its legal duties under the Equality Act 2010, and the SEND Code of Practice in respect of safeguarding and in respect of pupils with special educational needs.

### Legislation

This policy is based on advice from the Department of Education:

- Behaviour in schools guidance (2014)
- Equality Act 2010: advice for schools
- Keeping children safe in education (2024)
- SEND Code of Practice(2014) in respect of safeguarding and in respect of pupils with special educational needs
- Use of reasonable force in schools (2013)

We know every child really well and each individual is listened to, supported, encouraged and given the opportunity to flourish. All rewards and sanctions will be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. We expect pupils to behave in a manner that reflects the best interests of the whole community.

### All expected behaviour is based around the school values:

- Kindness
- Courage
- Curiosity

### A POSITIVE APPROACH

Our aim is for children to learn, understand, and embed these values into every area of school life and beyond. Rewards and sanctions will be directly aligned with these values, encouraging pupils to take responsibility for their choices and decisions in an age-appropriate manner. The values are taught, modelled and reinforced at every opportunity by all of the Moulsford community:

- Values based assemblies, taken by staff and pupils
- Regular celebration of pupils who demonstrate the values
- Form time discussion
- Enrichment speakers
- Staff modelling
- Positive comments in books
- Exhibiting good work in class or on a display board
- Informal referral to the Headteacher or the Assistant Head Pastoral
- Use of special award certificates within the classroom and whole school community
- Awarding House Points, Double House Points and Golden House Points

All staff are expected to be familiar with the school ethos and the Code of Conduct. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School, and in any written or electronic communication concerning the School.



## Rewards and Sanctions Policy: Prep Years 3-8

### DISCIPLINE

The Assistant Head Pastoral is directly responsible to the Deputy Head, and indirectly to the Headteacher, for the pastoral care, discipline and welfare of the children at Moulsford. For minor discipline matters the Form Head and/or Head of Year can deal with the incident directly and the pastoral elements of poor behaviour and discipline. The Assistant Head Pastoral should be informed to record patterns of behaviour and for support if needed. For more serious offences the pupil should be sent to the Assistant Head Pastoral, who in turn may refer the matter to the Headteacher. Corporal punishment may not be used or threatened by any member of staff at any time.

**The rewards and sanctions procedure will be visible in all classrooms for teachers to reference and pupils to observe.** (See Appendix 1)

### REWARDS

The House System encourages pupils to do their best in all areas of school life, and earn House Points for their individual House.

House points can be awarded for:

- Superior effort or attainment in class
- Positive contribution to the school community
- Kindness, good manners, courtesy and consideration of others
- Behaviour that is seen to set a good example
- Displaying the school values of **Kindness, Courage and Curiosity**

**Individual House Points** will be recorded immediately online by the staff member who has awarded them. (No physical 'ticket' will be issued).

A **Double House Point** may be awarded if it is felt the pupil has gone significantly 'above and beyond' in any way. This will again be recorded online by the staff member who has awarded it, while the pupil will present their Double House Point 'ticket' to their Head of House for further recognition.

**Golden House Points** may be awarded for extraordinary achievements, either of an academic or pastoral nature. These will be worth three House Points and again be recorded online by the staff member who has awarded it. Pupils will present their Golden House Point 'ticket' to the Headteacher and will be recognised in assembly. At the end of the academic year all pupils who have received a Golden House Point will have a special lunch during the last week of the summer term. (Discussion should be had with the Assistant Head Pastoral before awarding a Golden House Point).

## **SANCTIONS**

Sanctions should escalate according to the severity of the concern as outlined in the procedures.

### **Serious Sanctions**

The School administers all serious sanctions fairly, reasonably and proportionately after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity.

Corporal punishment is illegal and is never used or threatened at our school.

Serious sanctions may also be imposed where unexpected behaviour has continued despite previous disciplinary sanctions and/or warnings as outlined in Section relevant appendices. All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

In applying serious sanctions, the School undertakes reasonable steps to avoid putting children with SEND or a particular vulnerability at a disadvantage, in accordance with the School's obligations under the Equality Act 2010.

The School maintains a PUPIL SANCTIONS' REGISTER which is overseen by the Assistant Head Pastoral. The entries must include the pupil's name and year group, the nature and date of the offence and the sanction imposed. The School will review and analyse this Register periodically so that any trends and patterns may be identified and addressed by the School. Where a serious sanction is the potential outcome of inappropriate behaviour, a statement from everyone involved should be taken by a member of staff so that there is a clear record for reference.

Some Senior schools may request information regarding Serious Sanctions as part of the transition process.

### **Suspension (Internal and External)**

The Headteacher has the contractual authority to suspend a pupil from school; either as a sanction in its own right, or as a result of a number of incidents which may or may not have already resulted in other less serious sanctions.

Suspension can be 'internal' or 'external'. In both circumstances, educational materials will be provided to ensure the child maintains pace with their peers in their core subjects. They will also be expected to complete activities that reflect on School Values that they have not upheld.

- Internal suspension is a withdrawal from the normal school day, activities such as break/lunch time play, and/or pre/after-school clubs, competitive fixtures and limited to a certain number of days. Where pupils are not allowed to attend lessons or break time activities they will be supervised by a member of staff.
- External suspension is for a set period of time spent at home.

A pupil may be suspended for:

- Serious active/premeditated behavioural incident
- Bringing Moultsford into disrepute
- All forms of bullying, including cyberbullying
- Discriminatory behaviour, including racist or sexist behaviour
- Disrespect shown to a member of staff or public
- Computer misuse e.g. misuse of email, iPad or other devices that break the acceptable use school contract
- Misuse of mobile phone, sexting or inappropriate posting on social media, whether in or outside of school
- Serious damage to school property
- Removal of a person's clothing, with the intention of causing the victim humiliation, distress or alarm
- Stealing
- Physical Violence

This list is not exhaustive and any other behaviour deemed inappropriate could also result in a suspension.

## **Exclusion**

The Headteacher has the authority to permanently exclude pupils from school.

The Headteacher may decide to exclude a pupil, or require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. Prior to a permanent exclusion, the Headteacher should impose an immediate suspension, taking time to assess the case, consult colleagues, collect evidence or testimony, and consult with the Chairman of the Board of Governors/Trustees.

The following behaviours may result in exclusion:

- Serious Misconduct
- Repeated stealing or blackmail
- Persistent disruptive behaviour/escalation of previous serious sanctions
- Possession or use of a weapon
- Repeated physical violence or intimidation (the threat of physical violence)
- Repeated discriminatory behaviour, including racist or sexist behaviour
- Persistent/repeated bullying e.g. online, racial, homophobic, sexual
- Repeated vandalism
- Misconduct of a sexual nature
- Unfounded malicious accusation against staff
- Serious computer or mobile phone misuse
- Persistent disrespect shown to a member of staff or public

This list is not exhaustive and any other behaviour deemed inappropriate by the Headteacher could also result in an exclusion.

When judging whether to internally suspend or externally suspend a pupil for a fixed period, or exclude a pupil permanently, the Headteacher will take into account all of the circumstances of the case. This includes the nature and seriousness of the offence, and its impact on others within the School community as well as the extent of disregard for the School Values.

In the event of an exclusion:

- Parents must be contacted immediately and summoned to attend a meeting that day with the Headteacher
- The parents are informed of the exclusion, before the pupil is informed of the outcome
- The pupil is withdrawn
- Parents are invited to attend a meeting at which the Headteacher outlines the support the school can offer in finding an alternative school and they are directed to the website which outlines the appeal process

## **SANCTIONS PROCEDURE**

### **Warning**

A verbal warning is given when a pupil has been asked a number of times to change their behaviour. This may be in the classroom or in the school grounds. It can be highlighted on the behavioural chart to the pupil.

Examples include **behaviour that is unexpected** such as:

- Not staying on task
- A pupil who is distracting others and causing disruption to the lesson
- Disrespectful behaviour
- Prep that is missing or handed in late without a parent emailing/exemption
- Not stopping a behaviour in the playground i.e. rough play, using equipment poorly, not adhering to an instruction from staff

This list is not exhaustive.

### **Reflection**

- A reflection can be given if unexpected poor behaviour continues after a verbal warning

OR

- The behaviour is not supportive of the school values and a reflection is judged appropriate
- The reflection is taken by the member of staff who issued it. It requires a 10 minute written or spoken reflection, depending on the age and ability of the pupil
- The teacher must record the reflection on the online sanction sheet and email the Form Head

## **Detention**

A detention can be given if a pupil receives 2 reflections in a week.

- The detention is for 20 minutes and held at lunchtime by any member of the appropriate year group team
- Form Head must email the parents and the Head of Year
- The detention must be recorded on the online sanction sheet by the person issuing it
- The detention must be taken as soon as is reasonably practicable

OR

Some behaviours may send you straight to a serious sanction such as a detention if the pupil's behaviour is unexpected, isolated, impulsive and/or first occasion.

Examples may include:

- Disruptive behaviour i.e. such as in class or assembly
- Being deliberately unkind, physically or emotionally
- Using bad language
- Dishonesty
- Being aggressive towards others
- Disrespectful to a member of teaching staff or support staff
- Damaging property

This list is not exhaustive.

## **Report Card**

A report card may be issued by the Assistant Head Pastoral if there is continued unexpected poor behaviour, which has been escalated through the behavioural process.

OR

In discussion with the Head of Year, a report card may be deemed more appropriate as a supportive measure to help the pupil engage in more positive behaviour.

- The card will be in place for 1 week and be signed by all staff, referencing behaviour and graded 1-5
- After review and consultation it may be deemed necessary for another week
- Assistant Head Pastoral will email parents and record on the online sanction sheet

## **Two consecutive report cards**

In cases where consecutive report cards are necessary, the Assistant Head Pastoral will speak to parents. If necessary a parent meeting will be held, with input from relevant teachers.

The pupil should be present for some/all of the meeting.

## **Restorative Justice**

In all sanctions there will be time given for a restorative discussion about the behaviour to facilitate the pupil changing behaviour as well as being sanctioned for the behaviour.

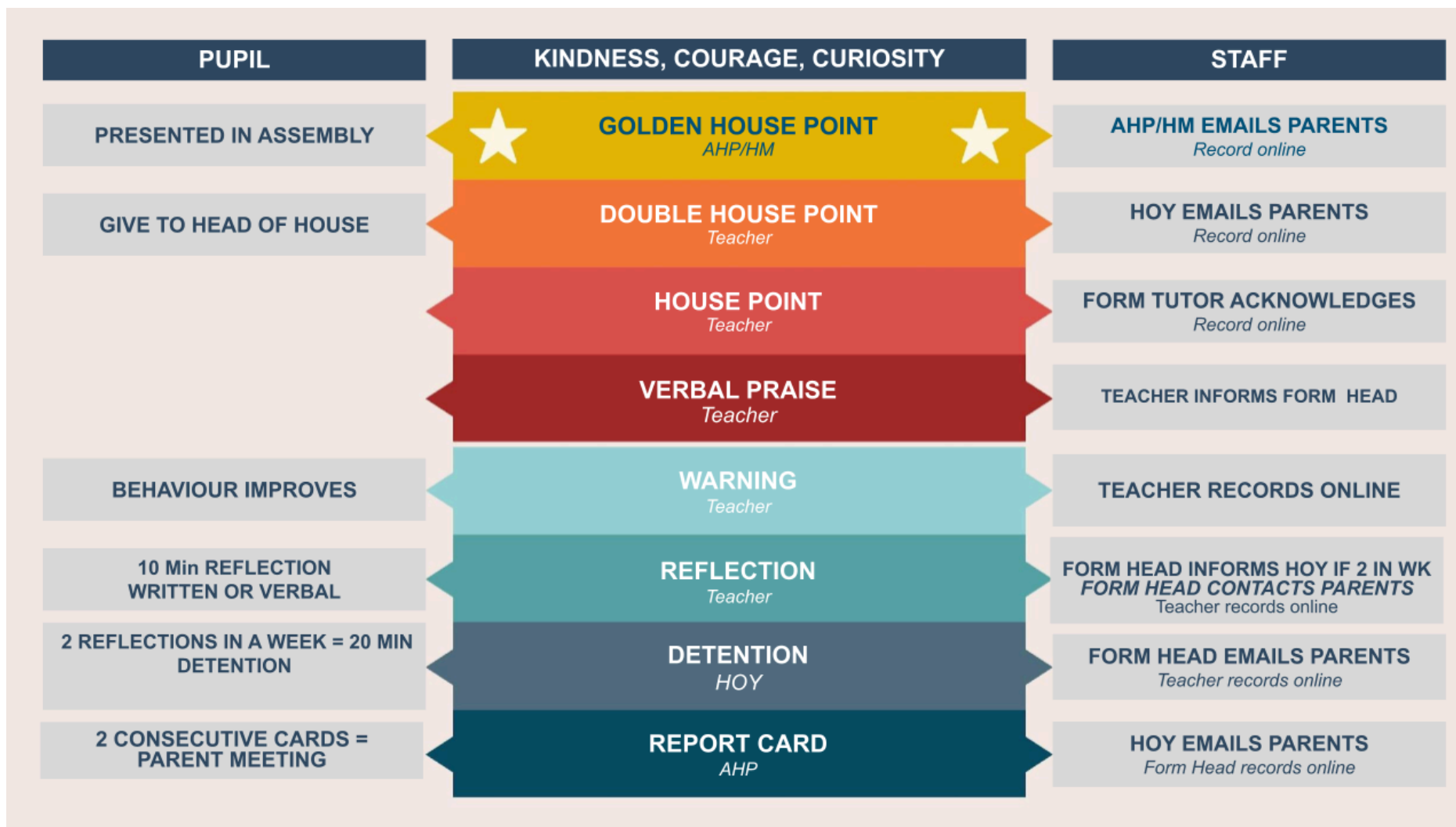
## **SANCTIONS ESCALATION**

For pupils in Y3 to Y8, sanctions will usually follow the escalation procedure outlined below. However, the appropriate response will depend on the behaviour and the particular circumstances; some misbehaviour may move straight to suspension or permanent exclusion, depending on the severity of the misconduct. The Headteacher will take into account all relevant circumstances when reaching a decision.

- Warning: given by any member of staff
- Reflection: given by any staff member
- Detention: given by any member of staff after 2 reflections, or given by the Assistant Head Pastoral as a stand alone sanction
- Report Card: given by the Assistant Head Pastoral for continued escalated unexpected poor behaviour or as a supportive measure in discussion with the Head of Year
- 2 consecutive report cards: Assistant Head Pastoral must contact parents to arrange a possible meeting
- Internal Suspension: decision of Headteacher, Deputy Head and Assistant Head Pastoral
- External Suspension: decision of Headteacher, Deputy Head and Assistant Head Pastoral
- Exclusion: decision of Headteacher in discussion with Deputy Head, Assistant Head Pastoral, Head of Year and the Chair of the Governing Body



## Appendix I





## Appendix 2

### **SANCTIONS – EXAMPLES OF BEHAVIOUR (NOT EXHAUSTIVE)**

#### **Warning - a behaviour that is unexpected**

- Not staying on task
- A pupil who is distracting others and causing disruption to the lesson
- Disrespectful behaviour
- Prep that is missing or handed in late without a parent emailing/exemption
- Not adhering to an instruction from staff i.e. in the playground rough play, using equipment poorly

#### **Reflection**

- Continued /repeated unexpected behaviour
- Communication: Parent notification email/ phone by Form Head

#### **Head of Year Detention**

- Pupil receives 2 reflections in a week
- Continued /repeated unexpected behaviour or isolated, impulsive, first occasion
- Disruptive behaviour i.e. such as in class or assembly
- Being deliberately unkind, physically or emotionally
- Using bad language
- Dishonesty
- Being aggressive towards others
- Disrespectful to a member of teaching staff or support staff
- Damaging property
- Communication: Parent notification email/phone call by Form Head

#### **Report Card**

- Continued /repeated escalation of unexpected behaviour
- Or as a supportive measure to improve behaviour
- Communication: Parent notification email/phone call by Form Head or Head of Year

#### **Internal Suspension or External Suspension**

- Continued /repeated escalation of unexpected poor behaviour
- Serious active/premeditated behavioural incident
- Bringing Moulsford into disrepute
- All forms of bullying, including cyberbullying
- Discriminatory behaviour, including racist or sexist behaviour
- Disrespect shown to a member of staff or public

- Computer misuse e.g. misuse of email, iPad or other devices that break the acceptable use school contract
- Misuse of mobile phone, sexting or inappropriate posting on social media both in and outside of school
- Serious damage to school property
- Removal of a person's clothing, with the intention of causing the victim humiliation, distress or alarm
- Stealing
- Physical Violence

These are examples only and this is not an exhaustive list.

- Communication: Email/ phone call to parents by Assistant Head Pastoral
- Parent appointment with the Headteacher

### **Exclusion**

The Chair of Governors is informed of the circumstances and the decision to exclude is discussed and agreed, prior to enacting.

- Serious misconduct
- Repeated stealing or blackmail
- Persistent disruptive behaviour/escalation of previous serious sanctions
- Possession or use of a weapon
- Repeated physical violence or intimidation (the threat of physical violence)
- Repeated discriminatory behaviour, including racist or sexist behaviour
- Persistent/repeated bullying e.g. online, racial, homophobic, sexual
- Repeated vandalism
- Misconduct of a sexual nature
- Unfounded malicious accusation against staff
- Serious computer or mobile phone misuse
- Persistent disrespect shown to a member of staff or public
- Communication: Email/phone call to parents by the Headteacher

These are examples only and this is not an exhaustive list.