



BARNARD CASTLE PREPARATORY SCHOOL

BEHAVIOUR (REWARDS AND SANCTIONS) POLICY

At Barnard Castle Preparatory School, including the Early Years Foundation Stage, we value our sense of community. Of principle concern therefore is a caring attitude and respect for others, within a safe environment.

The School believes in the establishment and maintenance of high standards of performance and behaviour in all aspects and areas of life, and it is the responsibility of all colleagues and pupils to play their part in this. It also believes that reward, praise and encouragement tend to produce better results than discouragement.

The ethos of the school and the broad curriculum promotes attitudes and values necessary for children to contribute positively to their own development. It also encourages children to feel positive about themselves. These attitudes and values are further encouraged through a system of rewards and sanctions. The Rewards and Sanctions Policy outlines the procedures for promoting good behaviour and dealing with poor behaviour.

Good teacher/pupil relationships are essential to positive attitudes within the school and to good behaviour of children. The school places great importance on the development of this relationship which leads to a happy, constructive school environment within which children relate well to each other and perform at their best in all areas.

Any form of bullying, either verbal, physical or emotional is totally unacceptable. Children should inform a teacher at once if others are being unkind to them. In such cases refer to the school's Counter Bullying Policy.

We have a code of behaviour, promoting a sense of responsibility throughout the school. The staff is encouraged to praise and reward children for their good conduct. 'The Barney Way' is a simple guideline that the children are encouraged to follow, whilst using their common sense at all times.

THE BARNEY WAY!

Be kind

Be safe

Be polite

Be helpful

Be respectful

CODE OF BEHAVIOUR

All members of the school community have the right to be treated with respect and have the responsibility to treat others in the same way.

1. At All Times

- Be safe.
- Be kind and courteous, treating others as you would like to be treated.
- Speak politely to others, avoiding bad language.
- School uniform should be worn with pride; boys and girls must ensure a tidy appearance at all times.
- Walk in the corridors, showing consideration for others and open doors for other people.
- Always walk to and return from the Senior School in an orderly and quiet manner, following the designated route.
- Personal clothing and property should be clearly named, expensive toys or money shouldn't be brought to school without the permission of a teacher.
- Mobile phones are only to be used in emergencies travelling to and from school and they should be switched off during the school day.
- Respect other people's belongings and take care with school property.
- Put litter in a bin.
- Include others in games, activities and discussions.
- Bullying is unacceptable. If you think you are being bullied, or are unhappy about anything, tell a teacher.

2. In Class

- Pay attention by being quiet and by listening.
- Try hard, making sure that you always produce your best work.
- Prep diaries should be kept up to date and work handed in on time.
- Be properly prepared for each lesson.
- Put up your hand to answer a question, do not call out.
- You may drink from a bottle of water to keep hydrated.
- You should go to the toilet during break times.
- Classrooms should be tidy.

3. Lunch Time

- Queue quietly while waiting to be served.
- Be polite to the catering staff remembering to say "please" and "thank you".
- Place your tray, dishes and cutlery on the conveyer belt, when told to do so.
- Try not to waste food.

- Try to eat a well-balanced nourishing meal.
- Eat in a polite, well-mannered way.
- Sit at your designated tables; avoid walking around.
- Talk to those seated around you without shouting.

REWARDS AND SANCTIONS

The school seeks to promote good behaviour based on mutual respect between all members of the school community. The school encourages good citizenship, responsible behaviour and empathy. The ethos of the school and the broad curriculum promotes attitudes and values necessary for children to contribute positively to their own development. It also encourages children to feel positive about themselves. These attitudes and values are further encouraged through a system of rewards and sanctions.

Good teacher/pupil relationships are essential to positive attitudes within the school and to good behaviour of children. The school places great importance on the development of this relationship which leads to a happy, constructive school environment within which children relate well to each other and perform at their best in all areas.

The school believes in the establishment and maintenance of high standards of performance and behaviour in all aspects and areas of life, and it is the responsibility of all colleagues and pupils to play their part in this. It also believes that reward, praise and encouragement tend to produce better results than discouragement. The rewards and sanctions support the calm and purposeful atmosphere of the school. Bullying is unacceptable and our approach to this is detailed in the Prep School Anti-Bullying Policy Document. All pupils have the responsibility to contribute towards the positive ethos of Barnard Castle Preparatory School.

Rewards

All teachers are encouraged to use rewards as they show children that their worth is recognised. Teachers must seek to give rewards wherever possible. These include:

- Verbal praise.
- Written comments in books and on work.
- Awarding merits, which are accrued termly allowing pupils to gain interim awards; merits go towards the House points system and are also totalled on each child's end of term report. Merits are recorded on class sheets and collated by the Deputy Head.
- Referring a child to the Headmaster for commendation and acknowledgement.
- Displaying work for others to see.
- Praise in assembly for high achievement during Special Mention Assemblies.
- Positive comments on end of term reports.

- Praise and publication of good work in the weekly newsletter and school magazine, 'The Barnardian'.

The term 'good work' is relative to each child's ability and individual standards, not a set level for all. It involves work and actions which reflect effort and are good for that child.

Merit points, praise and rewards are not only given for academic work but also for good behaviour, helpful actions and consideration to others and thoughtful acts. As the children in Years 3-6 accrue merits they can achieve interim awards at significant milestones along the way; 25 merits for a Bronze Award, 50 points for a Silver Award and 75 points for a Gold Award.

Children in Reception-Year 2 follow a Rainbow Scheme, that awards colour coded certificates at 15 merit intervals, until the children have achieved a full rainbow award on attaining 80 merits.

Sanctions

In the case of inappropriate behaviour or poor work (in relation to that child's ability), sanctions may be used. It is first necessary to establish through thorough investigation that all facts have been established and that the action taken is fair. The class or duty teacher usually does this by:

- Talking to them about what happened to discover why they acted in the way that they did.
- Discussing their actions and pointing out why these are unacceptable.
- Encouraging them to behave more appropriately in future.
- Taking one or more of the disciplinary steps listed below, as appropriate to the child's age and offence.

Disciplinary Steps:

- Warning an offender; 'telling them off'.
- Children in Reception-Year 2 may receive a 'black spot' for poor behaviour. 3 'black spots' equate to one demerit. Demerits may be issued directly to children in Years 3-6 for poor behaviour.
- Issuing a 'demerit' for Years 3-6 will count as a negative in the House points competition and are also totalled on an individual basis for the end of term reports. Demerits are recorded by the teachers and collated by the Director of Studies in the Pre-Prep and by the Deputy Head in the Prep School. If a pupil accrues too many demerits they may be put on report.
- Placing the child in a 30 minute supervised detention, thus restricting their free time and giving them the opportunity to do a positive written activity, to repeat some school work if this was the problem or, if appropriate, a community service such as litter picking.

Staff should bring individual children to the attention of the Deputy Head (who will notify the Headmaster) if their behaviour or attitude is causing concern. The Deputy Head will also inform the class teachers (in a pastoral role) if a child has been brought to his attention. Between them they can then decide what course of action needs to be taken. This could involve the Deputy Head taking various options:

- Referring the child to the Headmaster.
- Informing the parents.
- Having accrued 5 or more demerits in a term a child may be placed on report. Their parents would be contacted and the report this would be signed by each of the pupil's teachers and their parents.
- In some cases it may be appropriate to agree a 'contract of behaviour' with the child, with parental involvement.

In serious cases or in when a pupil is persistently ill disciplined the Headmaster initiate procedures to:

- Suspend the pupil for a fixed period. On these occasions, parents are involved and receive a written statement from the Headmaster detailing the offence and explaining related matters. Suspension is usually used for a short period of time where possible, but there are occasions when pupils could expect to be suspended for a longer period of time given the severity of the offence and factors relating to pre-meditation.
- Permanently exclude the pupil from the school. This is very rarely used. Offences which would warrant the Headmaster recommending to the Chairman of Governors that this punishment should be used would include the most serious bullying, involvement with illegal drugs, significant theft and other matters which should, as a matter of course, also be referred to the Police.

C.F. Rycroft
Headmaster
January 2010

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