



BARNARD CASTLE  
PREPARATORY SCHOOL

# Behaviour, Rewards and Sanctions Policy

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<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
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## **Behaviour, Rewards and Sanctions Policy for Prep School including EYFS**

At Barnard Castle Preparatory School, including the Early Years Foundation Stage, we value our sense of community. Of principal concern 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 school life, and it is the responsibility of all colleagues and pupils to play their part in this. We also believe that reward, praise and encouragement produce better results than discouragement.

The ethos of the school and the broad curriculum promotes attitudes and values necessary for pupils to contribute positively to their own development. It also encourages pupils to feel positive about themselves. This is being enhanced by the growth mindset attitudes that are developing throughout the school. These attitudes and values are further encouraged through a system of rewards and sanctions. This policy outlines the procedures for promoting good behaviour and dealing with poor behaviour. The school does not use corporal punishment as part of our behaviour management.

Good teacher/pupil relationships are essential to maintain positive attitudes within the school and to encourage good behaviour of pupils. The school places great importance on the development of this relationship which leads to a happy, constructive school environment within which pupils 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. Pupils are made aware through assemblies and PSHCEE lessons, that they should inform a teacher at once if others are being unkind to them. In such cases refer to the school's Anti-Bullying Policy.

We operate an electronic pastoral record which is accessed via the school's network. It is the central method for the recording of pastoral information and is used by all staff to record positive and negative behaviour, as well as to log pastoral concerns. Associated meetings and discussions with parents are also logged. Teachers are vital in monitoring and communicating trends or concerns regarding pupils in their care. Incidents are also noted as a way of recording and passing information to a class teacher, SMT member, as well as parents.

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

## **The Barney Way**

Be kind

Be polite

Be smart

Be organised

Be respectful

We follow a code of behaviour that works alongside The Barney Way which we expect children to follow.

### **1. At all Times**

- Be kind and courteous, treating others as you would like to be treated.
- Speak politely to others, avoiding bad language.
- Be safe.
- School uniform should be worn with pride; all boys and girls must ensure a tidy appearance.
- 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 should not 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 occasionally out of school fixtures. They should be switched off during the school day. Prep School operates a no mobile phones onsite policy.
- 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, posters around the school inform the pupils of who they are able to talk to.

### **2. In Class**

- Pay attention by being quiet and by listening.
- Pupil should try hard, making sure they always produce their best work.
- Prep diaries should be kept up to date, signed weekly and work handed in on time.
- Be properly prepared for each lesson.
- Put up hands to answer a question, do not call out.
- Classrooms should be kept tidy.

### **3. Lunch Time**

- Queue quietly while waiting to be served.
- Be polite to the catering staff, remembering manners.
- Place trays, dishes and cutlery on the conveyer belt or on the empty plate station.
- 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.
- Show respect and reflect during our lunchtime grace.

We believe that 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.

### **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, through promotion of SMSC, responsible behaviour and empathy. The ethos of the school and the broad curriculum promotes attitudes and values necessary for pupils to contribute positively to their own development. It also encourages pupils to feel positive about themselves. These attitudes and values are further encouraged through a system of rewards and sanctions.

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 Anti-Bullying Policy. 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 pupils 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 pupil's end of term report. Merits are recorded electronically on iSAMS.
- Referring a pupil to the Headmistress for commendation and acknowledgement.
- Displaying work for others to see.
- Praise in assembly for high achievement during fortnightly Special Mention Assemblies.

- Positive comments on end of term reports.
- Praise and publication of good work and extra-curricular achievements in the weekly newsletter and school magazine, 'The Barnardian'.

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

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 pupils in Years 3-6 accrue merits they can achieve interim awards at significant milestones along the way; 25 merits for a Bronze Award, 50 merits for a Silver Award and 75 merits for a Gold Award.

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

## **Sanctions**

The pupils are expected to learn from their mistakes with an emphasis on the consequences of their actions in relation to themselves, pupils, staff and the school community as a whole. We try to deal with misdemeanours fairly without getting things out of proportion. Discussion is essential, either at the time or at a later date when the 'heat' has gone from the situation and the pupil must feel he or she has a chance to put their side across without prejudice. Often more can be achieved with encouragement and positive reinforcement. Pupils usually realise what they have done wrong and are happy to work with staff and parents to improve.

Sanctions are a means by which we can bring pupils back into the community in a productive manner, whilst building a greater understanding of themselves and their part within the community. We believe that sanctions should not humiliate or belittle a pupil and should enable pupils to put something back and repair what they have done wrong. Sanctions should enable a pupil to grow through self-evaluation, empathy and personal reflection and should take into consideration other pastoral issues that may be current in a pupil's life.

## **Disciplinary Steps:**

- Giving pupils a warning.
- Pupils in Reception-Year 2 start off each day on the sun board and may be removed from it for poor behaviour. Three moves off the sun equate to one demerit. Demerits may be issued directly to pupils in Years 3-6 for poor behaviour.

- Demerits will count as a negative in the House points competition and are also totalled on an individual basis for the end of term reports for pupils in Years 3-6. Demerits are recorded by the teachers and collated by the Deputy Head in the Prep School. If a pupil accrues five or more demerits in a term, they may be put on report.
- Asking the pupil to repeat some school work if this was the problem or, if appropriate, a community service such as litter picking.

Staff should bring individual pupils to the attention of the class teacher or Deputy Head (who will notify the Headmistress) if their behaviour or attitude is causing concern. The Deputy Head will also inform the class teachers (in a pastoral role) if a pupil 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 pupil to the Headmistress.
- Informing the parents.
- Having accrued five or more demerits in a term a pupil may be placed on report and given a specific target related to behaviour. Their parents would be contacted and the report would be signed by each of the pupil's teachers at the end of each lesson and by their parents at the end of each day.
- In some cases it may be appropriate to agree a 'contract of behaviour' with the pupil, with parental involvement.

In serious cases or when a pupil is persistently ill disciplined, the Headmistress will initiate procedures to:

- Suspend the pupil for a fixed period. On these occasions, parents are involved and receive a written statement from the Headmistress 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 premeditation.
- Permanently exclude the pupil from the school. This is very rarely used. Offences which would warrant the Headmistress recommending to the Chairman of Governors that this punishment should be used would include the most serious bullying, physical harm to others, involvement with illegal drugs, significant theft and other matters which should, as a matter of course, also be referred to the police.

### **Use of Restraint:**

In the most exceptional circumstances, it may be necessary to physically restrain a pupil who is likely to injure themselves, or others, or cause very serious damage to property. In the unlikely event of this arising, any restraint should be reasonable and non-injurious and for the minimum time necessary; the use of restraint must be reported to the Headmistress who keeps a written record.

## **Rewards and Sanctions in the Boarding House:**

Old Courts Boarding House seeks to promote good behaviour based on mutual respect between all members of the school community. We encourage good citizenship, responsible behaviour and empathy. Good staff/pupil relationships are essential to positive attitudes within the boarding house and to good behaviour of pupils. We place great importance on the development of this relationship which leads to a happy, constructive environment within which pupils relate well to each other and perform at their best in all areas. Rewards and sanctions support the calm and purposeful atmosphere of the house. Bullying is unacceptable and our approach to this is detailed in the Anti-Bullying Policy.

The Boarding House has a reward chart where the pupils can obtain stickers for lots of different things including: good behaviour, politeness, kindness, good prep, being helpful, etc. The pupils who receive the most stickers each half term are given a prize. We also operate a system whereby extra screen time can be obtained each evening by completing their jobs independently. However, if a pupil does not adhere to the rules in Old Courts, they may lose their free time one evening to do a job in Old Courts. This may be to tidy the kitchen area or the snug. If a sanction is given, this will be noted on the pupil's school pastoral record.