



Barnard Castle School

PREPARATORY SCHOOL

Behaviour, Rewards and Sanctions Policy

This is a Prep School policy

Action	Responsibility	Date
Reviewed	Deputy Head	August 2025
Approved	Headmistress	August 2025
Next Review	Deputy Head	August 2026

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Behaviour, Rewards & Sanctions Policy

Policy Statement

Barnard Castle Prep School recognises that good behaviour is more likely to be achieved when pupils are **happy, engaged and inspired**, have **positive relationships** with those around them and can maximise their **potential**. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of School life is essential, as outlined in The Barney Way.

To this end, we seek to ensure that Barnard Castle Prep School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding. We value our sense of community, of particular concern is our caring attitude and respect for others within a safer environment.

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Barnard Castle Prep School does not permit corporal punishment during any activity whether on or off the School premises.

This policy applies to all pupils, including EYFS, when on the School premises, in the care of the School, whilst wearing the School uniform, or otherwise representing the School or associated with the School, for example on a School trip or visit.

The Headmistress of the Prep School is responsible for overseeing the management of behaviour issues in the Prep School and the EYFS setting.

The Prep School Deputy Head is responsible for implementing sanctions for continuous behavioural issues.

The Prep School Pastoral Deputy Head is responsible for the day-to-day management of behaviour issues, including implementing sanctions for low level matters.

Aims of the Policy

- To promote an environment where all members of our community feel safe, happy, valued and respected, following The Barney Way
- To support a caring community where all are treated fairly, with values built on mutual trust and respect
- To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way
- To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the School and wider community
- To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently

This document should also be read in conjunction with the following policies and documents:



- Safeguarding Policy
- Exclusions Policy
- Anti-Bullying Policy
- Online Safety Policy
- Admissions Policy



At Barnard Castle Prep School, we work in partnership with parents to facilitate and encourage good behaviour. The prime responsibility for bringing up children belongs to their parents, but at School, we have a privileged responsibility to *'work with and support parents in caring for their children'*.

We aim to fulfil our responsibility through consistent modelling of good behaviour, through dynamic and effective learning and teaching through the teaching of behaviour strategies and an administered system of rewards and sanctions. We encourage self-discipline and attitudes of tolerance, honesty, reliability and perseverance. These are reinforced through our culture of Growth Mindset.

We aim to work closely with all those involved in the lives of our pupils in a supportive and cooperative fashion.

A Consistent Approach to Promoting Good Behaviour

All members of staff, including all support staff, are aware of this policy to create strategies and courses of action which reflect the ethos of the School and work on a day-to-day basis, through The Barney Way and wider Character Education using the 'Barney Superheroes' that depict the behaviour characteristics expected of a Barnardian.

As part of the School's Continual Professional Development (CPD), training for staff about behaviour management is provided. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the School and the expectations of behaviours which are held.

We have an empathetic and supportive Class Teacher system. Pupils know they can approach their Class Teacher, or any member of staff with whom they feel comfortable and whom they choose to be part of their 'Hand of Support'. Pupils know that staff will listen and act fairly. Children who are new to the School each September, or join part- way through the year, are 'buddied' with a peer to help them through the routine of the first few weeks and through the expected norms of behaviour.

Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Academic Support Coordinator and staff. Information is disseminated efficiently via iSAMS, meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing difficulties. Supportive strategies are agreed with parents and are put in place for the management of the pupil's behaviour where needed. These are agreed and recorded on a Welfare Plan or Passport, whichever is appropriate, and are regularly reviewed with all concerned.



School Leadership

The weekly Staff Briefing ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concerned about a pupil, advice and support are available from the Prep Pastoral Deputy Head, Deputy Head, and Headmistress. The Prep Pastoral Deputy Head works closely with the Class Teachers to monitor the behaviour of pupils. All incidents and communication with parents about pupils' behaviour are documented on Teams and forwarded to the Prep Pastoral Deputy Head.

The Deputy Head and Headmistress are, however, kept informed about behavioural issues and can step into the procedure, if necessary, from a knowledgeable position.



Rewards

We have a code of conduct, promoting a sense of responsibility throughout the School which we have reinforced through promotion of 'The Barney Way'.

Be kind
Be polite
Be smart
Be organised
Be respectful

The Barney Way enshrines the values which the School believes to be most important in life. It is a simple set of guidelines that the pupils are encouraged to follow, whilst always using their common sense.

Merits

The staff are encouraged to praise and reward pupils for their good conduct, embedded in the Merit System. Pupils can receive merits for positive behaviour. Rewards and sanctions are age appropriate and reflect the level of understanding of the pupil. 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.

Praise is frequently delivered. This can either be verbally, written on a pupil's work, or given in the form of a Merit (sometimes all three). Merits are awarded for good effort, good achievements, displaying the characteristics depicted by the 'Barney Superheroes' or following The Barney Way.

Merits are counted weekly, with two totals being kept – one for each individual pupil and one for the House. The House totals are read out in Assembly every Monday by the Year 6 House Captains and are displayed on the Merit board inside the Atkinson Hall.

As the pupils in Years 3-6 accrue merits they can achieve Bronze, Silver and Gold Merits, for every 25 merits obtained. In Pre-Prep, the children follow a Rainbow Scheme that awards colour coded certificates at 15 merit intervals. A Pre-Prep, Years 3 & 4 and Years 5 & 6 Book Token is awarded each term at our End of Term Gathering Service to the pupil who has accrued the most Merits.

Each half-term there is a House meeting led by the Staff member in charge of the House, and the Year 6 House Captain. They encourage each House member to greater successes and praise all deserving pupils. Team spirit is fostered through inter-House competitions such as Music and Sport. Merits are awarded and go towards the House total. At the end of each term, the winning House is awarded the Merit Prize Shield at our End of Term Gathering Service.

Pompoms

We believe that a strong sense of community is a child's first and most important experience within the classroom. As such, we encourage children and adults to work together as a team towards a shared goal, promoting cooperation, respect, and a sense of belonging. Whole-class pompom jars are used to recognise and celebrate positive behaviour and teamwork; when the class achieves 100 pompoms, a shared celebration takes place at the end of the

half term, such as Astro time, art and craft activities, or cooking. This approach is closely linked to PSHE objectives and provides valuable opportunities for children to reflect on how they worked together, what they did well, why they were successful, and what they can focus on next time. Celebrating success in this way reinforces positive behaviours, strengthens relationships, and supports children in developing the social and emotional skills needed to thrive as part of a community.

Special Mentions

There is a Special Mention Assembly every other Thursday where all good work (academic, music and sport, co-curricular or acts of excellence) are recognised and published in The Barney Buzz. Pupils may also be referred to the Headmistress for a Commendation and recognition of their hard work and efforts.

Heart of Gold

Heart of Gold Badges can be awarded to pupils for going above and beyond what is expected of them either at School or in the community. A golden badge is presented in assembly and worn with pride for two weeks.

Prizes are awarded for excellence and attainment in drama, academic, musical and sporting success and are presented at the end of the year Speech Day Celebrations.

Sanctions

If a pupil's behaviour falls beneath the standard which could reasonably be expected of them, the School has the right to administer behavioural sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the School community. Pupils are expected to learn from their mistakes with an emphasis on the consequences of their actions in relation to themselves, other pupils, staff and the School community.

We deal with misdemeanours fairly without getting things out of proportion. Discussion is essential, either at the time or a later date when the 'heat' has diffused from the situation and the pupil must feel that they have had a chance to put their side across without prejudice. Often more can be achieved with encouragement and positive reinforcement.

Sanctions should:

- impress on the pupil that their behaviour has not been acceptable and has not followed The Barney Way which is our code of conduct
- deter the pupil from repeating that behaviour
- educate the pupil on how to make better choices in the future

Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. For instance, punishing a whole class when only some pupils are guilty would not be acceptable. This helps in the process of a pupil accepting responsibility for their behaviour and helping them make good choices in the future. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood.



Playground incidents are recorded on the child's Pastoral Record and reported to Class Teachers. Pupils should be aware of the boundaries of acceptable behaviour. These are reinforced positively in Assemblies and associated share time, class circle time, PSHE (Personal, Social, Health and Economic) Education lessons, the 'Barney Superheroes' embedded within the Curriculum and constantly through reminders in The Barney Way and the daily life of the School.

Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through. If 'physical intervention' by staff is necessary, perhaps in a playground incident, staff may act to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child themselves)'; this includes children in the EYFS as well as pupils in the rest of the School. Incidents are recorded following clear procedures. Please refer to the School's Safeguarding Policy.

If a pupil's work or behaviour is deemed to be unsatisfactory, there are various sanctions in place to deal with the problem. When using these, the following points should be considered:

1. Any criticism should be constructive (what should have been done?).
2. The pupil should be helped to understand why the work or behaviour is unsatisfactory.
3. Wherever possible improvement should be noted and praised.

Incomplete class work or homework can be completed or redone during a lunch time. Teachers may ask a pupil to return to the classroom after lunch if they deem the pupil's work to be below an acceptable standard.



Pupils' Behaviour

Playground

It is expected that pupils' behaviour outside the classroom is on par with behaviour inside the classroom, and the same rules apply. However, if poor behaviour is seen or reported then the teachers on duty may deal with the pupil verbally with a warning. Rough play will result in "time out" and if aggression persists the pupil concerned will be given a demerit.

In Class

Dealing with poor behaviour or conflict between pupils:

The first stage: Class teachers implement a warning thus giving the pupil time to rectify their behaviour.

Behaviour is supported through a positive, nurturing, and age-appropriate approach. Children are helped to understand expectations and are guided to make good behaviour choices in a calm and consistent way.

Behaviour is managed through clear reminders, warnings, and consequences, giving children opportunities to reflect and improve their behaviour.

1. Reminder

Adults will give a gentle verbal reminder, clearly explaining the expected behaviour and referring to classroom rules.

Example: *"Remember our rule about kind hands."*

2. First Warning

If the behaviour continues, a first warning will be given. The adult will explain what behaviour needs to stop and what the child should do instead.

Example: *"This is your first warning. You need to sit on your chair properly."*

3. Second Warning

If the behaviour continues, a second warning will be given and the consequence will be clearly explained.

Example: *"This is your second warning. If this continues, you will need to move seats."*

4. Consequence

If the behaviour does not improve, an appropriate consequence will be put in place.

Consequences are fair, proportionate, and suitable for the age of the child. These may include:

Moving to a different seat

Loss of playtime to reflect or write a letter of apology

Go and speak with Headmistress/Deputy Head Pastoral/Deputy Head

Time out within the classroom

Loss of a short privilege

Completing learning in another room with adult supervision

A demerit being given in line with the school behaviour system

Time to talk with parents or carers about the choices that have been made

All consequences are explained calmly, and children are reassured and supported throughout.



5. Restorative Conversation and Reflection

After any consequence, adults will support the child to reflect on their behaviour using simple restorative language. This helps children understand their choices and learn how to make better decisions in the future.

Adults may ask:

“What choice did you make?”

“Was that the right choice?”

“What was the right choice?”

“What will you do next time?”

The focus is on learning from behaviour, repairing relationships where needed, and helping children feel safe, supported, and ready to make positive choices.

Demerits

Demerits can be issued directly to pupils in Years 3-6 for poor behaviour but are always followed up with a restorative conversation to help the child understand the connection between their action and the consequence as well as to establish whether there was an underlying reason for the behaviour. Parents will be informed by the Class Teachers of any demerits given.

The second stage: Staff should bring individual pupils to the attention of the Class Teacher or Prep School Pastoral Deputy Head if their behaviour or attitude is causing concern or if the behaviour continues to be unsatisfactory. The pupil will attend some ‘reflection’ sessions with the Prep School Pastoral Deputy Head.

During this time, pupils will discuss:

- why they think they are in reflection
- which part of The Barney Way their behaviour did not adhere to
- what they could do differently next time

If at this stage, underlying reasons for the pupils’ behaviour is identified and support is necessary then the decision to implement an IWP (Individual Welfare Plan) will be made. Parents will be informed if this is the case and invited in to discuss further. The IWP will ensure that appropriate support and strategies are put in place for the child. **The third stage:** If the issues continue the Prep School Pastoral Deputy Head and Class Teacher will meet further with parents and explain the situation. We strongly believe that working with families helps address behavioural issues in a positive manner.

At this stage it may be appropriate for a target report card to be issued to try and address the behaviour issue, or if five demerits have been accrued. Three appropriate targets are given, linked to The Barney Way or Barney Superhero characteristics, and the pupil is made aware of the timescale that operates for (usually a week). The report is managed by the Prep School Pastoral Deputy Head in the first instance. Whilst on report, the pupil must report to the Prep School Pastoral Deputy Head at the end of every break, lunch time and end of the School day. Children on an IWP may also be put on report if all strategies and actions within their Welfare Plan are securely in place. The Headmistress and Deputy Head are kept aware of all progress whilst a pupil is on report. The Prep School Pastoral Deputy Head reports (via email) to the parents at the end of the week, feeding back on the pupil’s behaviour, both positive and

negative. If, at the end of the time being on report, the pupil has not met the behavioural targets set, they will commence an additional week on report but this time reporting into the Deputy Head of Prep School. If this second period of being on report is unsuccessful, the pupil progresses to the “Final Stage” (below).

The final stage:

For persistent misbehaviour and serious offences, the Headmistress will initiate procedures to:

- Suspend the pupil for a fixed period, which involves the following:
 - Parental involvement.
 - A written statement from the Headmistress detailing the offence and explaining related matters.
 - Usually only for a short period of time. On occasions, pupils could expect to be suspended for a longer period given the severity of the offence and factors relating to premeditation.
- Permanently exclude the pupil from School. Offences which would warrant the Headmistress recommending to the Chairman of Governors that this punishment included:
 - Most serious bullying.
 - Physical harm to others.
 - Involvement with illegal drugs.
 - Significant theft.
 - Other matters which should as a matter of course, also be referred to the police.

Only the Headmistress (*or in her absence the Deputy Head*) may give such a sanction. Such extreme circumstances are very rare occurrences.

After three suspensions a meeting will be held with the Headmistress, Headmaster and parents of the child as their place at the School may be called into question.

Serious Behaviour Issues

For serious breaches of discipline, for example swearing, disobedience and violence, pupils will be sent to the Headmistress immediately. Parents would be informed through a telephone conversation. As appropriate to the misdemeanour, a pupil may be refused permission to participate in a trip or activity which is a non-essential part of the curriculum or miss playtimes to help with community work in the School.

Only the Headmistress (*or in her absence the Deputy Head*) may give such a sanction. This is a rare occurrence.

Confiscation

If an item of pupil's property is being used inappropriately, or at an inappropriate time, staff have the right to remove it from the pupil. It should be kept safe until an agreed time (usually the end of the day) at which the pupil may come and ask for it to be returned to them.

Year 6 Responsibilities

Pupils in the Prep School aspire to hold a ‘Position of Responsibility’; it is perceived as an



honour. The Year 6 Monitors perform certain duties and have been asked to conduct tours of the School for prospective parents. All Year 6 pupils have the opportunity of being a Monitor following a formalised process at the start of each



academic year. There are also opportunities for Year 6 pupils to be Head of House, Head Boy and Head Girl.

Before and After School Care

The same high standards of behaviour are expected and encouraged from all pupils who attend before and after school care. Should a pupil's behaviour fall below expectations, the incident will be handled within the bounds of this policy. Persistent poor behaviour will be reported to the Deputy Head.

Residential Visits

The same high standards of behaviour are expected and encouraged from all pupils who attend residential visits. Should a pupil's behaviour fall below expectations, the incident will be handled within the bounds of this policy. Parents are also requested to sign a consent form which details should a pupil's behaviour continue to fall below the expected standard, parents will be informed and asked to collect their child, at their own expense, with consultation with the Headmistress.

Junior 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
- empathy
- good staff/pupil relationships
- positive attitudes within the boarding house
- good behaviour of pupils
- a happy constructive environment within which pupils relate well to each other and perform at their best in all areas
- rewards and sanctions that 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 that promote the above. The pupils who receive the most stickers each half term are given a reward. We also operate a system whereby extra screen time can be obtained 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 for example. If the sanction is given this will be noted on the pupil's School pastoral record.

Recording of Information

We operate electronic pastoral records, it is the central method for the recording of pastoral information and is used by all staff to record positive and negative behaviours, 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.

Liaison with Parents and Other Agencies

A culture of professional respect exists within the School and between the School and parents, enabling the pupils to learn good behaviour. Parents are supportive of the rewards system; however, there are occasions when a query from a parent concerning sanctions needs to be resolved. Parents are encouraged to bring these concerns to the attention of the School. The issues are resolved as quickly as possible.

Daily Parent/School communication goes through Homework diaries. Individual messages are written in by staff. Messages pertaining to a whole class or year group are printed on stickers and these are placed in the pupils' Homework diaries and/or sent via email.

Face to face conversations with parents is encouraged at times of the day when they will not hinder the daily routine for the class. Phone calls and particularly emails are used for effective and efficient parental communication. Staff will reply to emails within a 24-hour period (within working hours). iSAMS messaging is an on-line mass communication service used throughout the whole School. In the Prep School we use it for urgent messages such as sports fixture cancellations.

The School Counsellor is available by appointment for pupils or staff. Appointments for pupils are made with consultation to parents.

Managing Pupil Transition

There are effective transition strategies between Pre-Prep and Prep and between Prep School and Senior School.

Year group staff communicate regularly throughout the year, in advance of and after transition. Parents are invited to information meetings at the start of each academic year to guide them through the more significant changes in the pupil's School life as they move through Prep School.

The Year 6 Class Teachers and Prep School Pastoral Deputy Head communicate with the Year 7 Form Tutors, HSMs and Deputy Head Pastoral Senior School during transition to brief them on pupils' pastoral and academic matters.

The Prep Academic Support Coordinator meets with the Senior School Academic Support department to discuss pupils with learning support needs. Information is also transferred electronically. There is effective and efficient transfer of information to other schools, to which pupils transfer, when it is requested.

