Procedures:	
Applies to:	
Authors:	D. Ward / G. Smeeton
Approved by:	
Reviewed:	Autumn Term 2021
Signed:	

Warwick Preparatory School

Behaviour Policy
(including rewards and sanctions)

Last Review: Autumn Term 2021

Next Review: Autumn Term 2023

Responsible: D. Ward / G. Smeeton

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1. Introduction

Our Behaviour Policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

Our policy forms part of a suite of documents and policies which relate to the welfare, health and safety of pupils in school. In particular, there are links with;

- Anti-Bullying Policy
- Warwick Independent Schools Foundation (WISF) Expulsion, Removal and Review Policy
- Warwick Independent Schools Foundation (WISF) Safeguarding & Child Protection Policy
- Relationship, Sex Education Policy (RSE)
- Use of Force Policy
- Online Safety Policy and Acceptable Use Policy
- Special Educational Needs and Disabilities (SEND) Policy
- PSHEE Scheme of Work (inc Protective Behaviours),
  and other legislative Foundation policies relating to equality.

Our Behaviour Policy applies to the whole of Warwick Prep School, including EYFS, as well as including After School Care (ASC) on an age appropriate basis and includes any occasion when pupils are supervised by school staff.

This policy has been drawn up in consultation with both staff and pupils.

The Headmistress has overall responsibility for maintaining discipline within the school, but the Heads of Pre-Prep and Prep have day to day responsibility for the implementation of this policy.

All staff observe a Code of Conduct that has been designed both to protect the pupils and to safeguard the staff themselves against allegations of wrongdoing. This code of conduct is raised in safeguarding/child protection training as well as through induction and raised regularly in meetings and as appropriate.

Effective and positive behaviour management is crucial to the success and quality of teaching and learning that takes place in any school. At Warwick Prep, we understand that the best strategy for promoting good behaviour management relates to five simple actions. By ensuring pupils are aware of these, we believe we will get the best from them, and help them to understand and appreciate the importance of behaving as good citizens. All pupils should therefore:

- know who is in charge at any particular point in the day.
- understand what the Fair Rules are.
- be led to distinguish right from wrong and to be responsible for their own actions.
- seek fairness and consistency from all staff in the application of the rules.
- understand the rewards in place for meeting the rules and the sanctions in place for breaking the rules.

The school has a set of 'Fair Rules' which children are expected to adhere to **(see Appendix 1).** These rules promote self-discipline, encourage good behaviour and encourage mutual respect towards adults, each other and the school environment.

2. Statement of Ethos

We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do.

In celebrating each girl and boy for the unique qualities they bring to our community, we encourage them to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.

We seek to prepare all our boys and girls for a life of learning and fulfilment, and for the fast-changing world of the 21st century as responsible, active, and compassionate global citizens.

In all that they do, we encourage our children to 'Aspire, Achieve, Enjoy', and to be the best that they can be.

Statement of Religious Ethos

Founded on Christian principles, we welcome pupils of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole, and, in embracing diversity, to equal opportunities for all.

Aims

Scholarship - To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.

Environment - To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.

Community - To foster a vibrant school community, built on trust and respect, and instill a sense of social responsibility.

Character - To develop resilience and confidence, and to inculcate integrity.

Opportunity - To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.

3. Objectives

At Warwick Prep, our objective is:

- to ensure all teaching staff and employees act as positive role models to pupils and behave appropriately.
- to ensure pupils understand the expectations of good behaviour by being regularly reminded about the 'Fair Rules'.
- to ensure a consistent approach to classroom management.
- to be considerate to the needs of all those within the school community and for all employees and pupils to treat others as they would wish to be treated themselves.
- to ensure pupils understand that good behaviour is rewarded.
- to ensure pupils understand the sanctions when unacceptable behaviour occurs.
- to ensure appropriate supervision[1] of pupils to ensure the highest possible standard of behaviour is maintained at all times.
- to treat all pupils equally and not to treat any pupils with learning difficulties or disabilities less favourably.

4. Corporal Punishment and Pupil Restraint

In accordance with the "Behaviour and Discipline in Schools, Advice for headteachers and school staff – January 2016", corporal punishment is illegal in all circumstances.

"Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants."

[1] Information on the supervision of pupils can be found in the Staff Handbook and the Supervision Guidance document.

The Headmistress has authorised all staff[2] (in line with Section 93 of the Education and Inspections Act 2006) to use force as is reasonable[3] in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence by an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Those exercising the power to use force must also take proper account for any particular special educational need and /or disability that the pupil may have. Under the Schools, disability discrimination and the Equality Act 2010 the School has two key duties:

- not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty).

The Use of Force Policy requires staff who use reasonable force to complete a report in an incident logbook.

Any member of staff who is alleged to have threatened or carried out corporal punishment will be investigated under the Warwick Independent Schools' Foundation (WISF) Disciplinary Procedures.

5. Pupils with Behavioral Difficulties and SEND

Where there is a pupil at the school with known behavioural difficulties that may increase the likelihood of restrictive physical intervention, the SENCO, Head of Pre Prep, Head of Prep and / or Form teacher will work with the parents and where appropriate, the pupil, to draw up an agreed Behaviour Plan which may incorporate positive handling. **(see Appendix 2).** Staff may also choose to use the ABC Behaviour Chart. **(see Appendix 2a).**

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[2] Section 95 of the Education and Inspections Act 2006 indicate that the staff to which this power applies includes (1) any teacher who works at the school (2) any other person whom the Head has authorised to have control or charge of pupils.

[3] There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent.

Through the Behaviour Plan, and as far as practically possible, staff who come into contact with such pupils will be made aware of the relevant characteristics of the individual including:

- situations that may provoke difficult behaviour, including any known triggers.
- preventative strategies.
- if physical intervention is required, specific strategies and techniques that can be employed and have been agreed with the parents of the pupil concerned will be used by trained staff.
- which designated member of staff to call in the event of an awkward situation arising.

After a holiday, a child who has previously been given a number of sanctions will be granted a period of 'refresh' in order to support their learning process.

6. Expectations of Employees

All employees have a responsibility for pastoral care and school discipline.

In order to promote an environment whereby staff and pupils feel valued all staff will:

- behave in a professional manner at all times, remembering that behaviour is judged through image (including dress), communication, competence and demeanour.
- ensure that any grievance about pupils, parents or other employees linked with either Warwick Preparatory School, or the Foundation is aired in a private environment, out of ear shot of those who are not intended to hear it.
- display the 'Fair Rules' in their teaching classroom or area and reinforce and remind pupils of the expectations regularly.
- ensure that the children understand the system of rewards and sanctions.
- provide a learning environment that is appropriate to the needs of the pupils and provides activities that do not allow pupils to become disengaged and therefore heighten the opportunity for misbehaviour.
- ensure that once a reward is given, it is never withdrawn.

In order to show consistency of approach, all employees will ensure that:

- they follow set procedures as laid out in this policy.
- they do not show anger or frustration in front of the pupils.
- they never shout at a pupil (unless it is to protect the individual from immediate danger).
- they are never patronising.
- they do not use sarcastic or disparaging nicknames or language.
- they show surprise when a child behaves inappropriately and take the time to explain to the pupil/s why this behaviour is not acceptable.
- they do not give whole-class punishments.
- they listen to all sides impartially when resolving issues related to behaviour or a pupil dispute.
- they start afresh after any incident.

- they admit mistakes when they make them and apologise for them.
- they value the individual character and spirit of each and every child.

Where a pupil exhibits behaviour problems the Form Teacher will normally be responsible for discussing concerns with parents. Any teacher or other employee who is not a Form Teacher and has a concern or worry about the negative behaviour of a pupil, should always discuss the issue with the Form Teacher in the first instance.

7. Expectations of Pupils

All pupils are expected to comply with the 'Fair Rules' **(see Appendix 1).**

Pupils are expected to be ready to learn and to participate in school activities. They should:

- attend school and lessons punctually.
- have respect for the school buildings, equipment and furniture, and report immediately, any accidents related to the upkeep of the physical environment.
- behave in a manner which reflects how they themselves would wish to be treated.
- report to their Form Teacher or other member of staff any unkind or inappropriate behaviour that they are aware of.
- ensure that during off site educational experiences, they comply with the Educational Visits Code of Conduct.

8. House System

On entering the school all pupils are assigned to a House: Dudley (yellow), Greville (green), Rich (red) or Beaumont (blue). Houses help to create a structure for friendly and enthusiastic competition in a number of areas of school life through a number of Inter-House events.

Staff with the exception of the Headmistress and teaching members of the SLT are linked to a House.

At the start of each term, each House elects a House Captain and Vice House Captain from Year 6.

Pupils with the exception of Nursery are able to earn House Points through a range of teaching and learning activities, as well as pastoral activities.

9. Rewards and Sanctions

At Warwick Preparatory School we believe that praise is the most effective way of rewarding effort and appropriate behaviour.

All activities relating to rewards and sanctions should be consistent and proportionate to the activity or behaviour displayed.

Where sanctions are necessary, pupils themselves will not be criticised or reprimanded, but their behaviour or actions will be. Staff will always ensure that pupils understand why a sanction has been imposed and why they have been reprimanded for the behaviour

displayed.

Pupils will never be reprimanded or receive a sanction for failing to understand schoolwork.

Where a pattern of poor behaviour or a drop in academic progress or focus is identified, all staff will always have in mind the possibility that a pupil is being bullied (refer to Anti-Bullying Policy), or suffering from some type of abuse (refer to WISF Safeguarding & Child Protection Policy).

At any stage, all staff should be aware that they can call on support from a member of the SLT, relating to any aspect of the rewards or sanctions procedures.

All rewards and sanctions apply to the school day, off site activities and After School Care.

Detailed guidelines for awarding rewards or imposing sanctions are included in the Staff Handbook.

The Positive Behaviour Stages (rewards) are shown in **Appendix 3**.

The Negative Behaviour Stages (sanctions) are shown in **Appendix 4**.

Negative Behaviour Supporting Documentation.

- Oops Card – **See Appendix 5**. The Oops Card is to be used with pupils in EYFS. Staff should discuss and complete the card with the pupil. This card will then be sent home for a parental signature and returned to school and kept in the sanctions file. Pupil record on iSAMS will also be updated with this information. iSMAS will send an automated email to inform parents of the incident. The Head of Prep / Head of Pre-Prep and Headmistress will also receive the email as an alert.

- Reflection Card – **See Appendix 6**. The Reflection Card is to be used with pupils from Year 1 upwards. Staff should discuss and complete the card with the pupil. From Year 2 upwards the card should be completed by the pupils themselves where possible. This card will then be sent home for a parental signature and returned to school and is it to be kept in the sanctions file. Pupil record on iSAMS will also be updated with this information. iSMAS will sent an automated email to inform parents of the incident. The Head of Prep / Head of Pre-Prep and Headmistress will also receive the email as an alert.

- Encouragement Card – **See Appendix 7**. The Encouragement Card should be implemented by the Form Teacher and upon completion, be reviewed against the targets set. The Encouragement Card is to be sent home at the end of the week for parental signature and comment. All completed Encouragement Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File. Pupil record on iSAMS will also be updated with this information.

- Serious Misbehaviour Sheet – **See Appendix 8**. All Negative Behaviours that fall under Sanctions – Stage 3 or 4 will be recorded on a Serious Misbehaviour Sheet and kept in the Sanctions File.

- The Report Card – **See Appendix 9**. The Report Card should be implemented by the HOP or HOPP (Stage 3) or Headmistress (Stage 4). It will contain agreed specific, measurable targets for the pupil to meet, and show sustained effort in doing so. The Report Card will be closely monitored by the Form Teacher with daily reporting to the HOP or HOPP in order to monitor progress. This Report Card will be sent home daily for a parental signature and comment. Pupil record on iSAMS will also be updated with this information. All completed Report Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File.

10. Support Systems

When children are in need of support to manage their behaviour, effective programmes to help address their problems (additional to those listed within this policy) will be drawn up in liaison with parents and the pupil's Form Teacher. The Head of Pre-Prep / Head of Prep should always be aware of such discussions prior to a Form Teacher raising the issue or concern with parents. Where appropriate, the Head of Pre-Prep / Head of Prep / Deputy Head / Headmistress will be directly involved in the intervention strategies implemented to support the pupil.

Appropriate documentation relating to any discussion with parents should be kept, and copies passed to the Head of Pre-Prep / Head of Prep.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. (See Warwick Independent Schools Foundation (WISF) Expulsion, Removal and Review Policy)

11. Searching & Confiscation

It is imperative that Staff read the DfE document on 'Searching, screening and confiscation advice for Head teachers, school staff and Governing Bodies' – January 2018 should searching and confiscation of property be required.

Searching

School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors.)

The Head and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - to commit an offence, or
    - to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

12. Parental Involvement

Parents are involved in disciplinary matters as appropriate and proportionate to individual misdemeanours and any ongoing problems. Prior to a Form Teacher involving parents, the Head of Pre-Prep / Head of Prep should always be notified.

Where there is ongoing negative behaviour, or a serious individual act of behaviour that results in the enforcement of the Warwick Independent Schools Foundation (WISF) Expulsion, Removal and Review Policy, the Head will be the person with prime responsibility for communication and liaison with parents.

13. Sanctions File and Record Keeping

A record of all discipline offences from stage 2 upwards is received via email when the sanction is recorded on iSAMS by the Head of Pre-Prep (Nursery – Year 2) and the Head of Prep (Years 3 – 6). All discipline offences that fall under Sanctions – Stage 3 and 4 will be recorded on the Serious Misbehaviour Sheet and kept in the Sanctions File.

When a pupil leaves the school, any records held on the Sanctions File will be reviewed and if appropriate, will be placed in their personal file.

Where a pupil is excluded, all documentation relating to this process will be kept in the pupil's personal file.

14. Monitoring and Evaluation

At Warwick Prep, the Senior Leadership Team will monitor the procedures and effectiveness of this policy and make changes as appropriate. It will be reviewed every two years or earlier, if required.

Policy Reviewed: Autumn Term 2021
Date of next Review: Autumn Term 2023

Fair Rules
We are friendly towards others
We always walk quietly on the left in the corridors
We are kind, caring and helpful
We are honest and truthful
We take care of all our belongings and show pride in our school
We share, take turns and play fair
We always work hard, are positive and try our best
We always listen carefully and are ready to share our ideas
We are organised for the school day
We are polite and always remember our manners

Warwick Preparatory School

BEHAVIOUR PLAN (including Positive Handling where appropriate)			
GENERAL INFORMATION			
Name of Pupil		Date of Birth	
Current Form Teacher		Current Class	
Outside Agency Involvement			
Date BP drawn up			
Date BP to be reviewed			
Staff / Parents / Guardians involved in creation of BP		Plan to be shared with:	
BEHAVIOUR TRAITS			
A brief overview of the types of behaviour that the pupil characteristically displays.			
Situations that may provoke difficult behaviour, including any known triggers.			

INTERVENTION AGREEMENTS	
Behaviour displayed	*Intervention strategy*

If physical intervention is required, the following positive handling strategies and techniques will be used by trained staff.

COMMUNICATION
The following member of staff has been assigned as a mentor to this pupil, and can be called upon in the event of an awkward situation arising.
The following method of communication has been agreed with parents (method of communication and regularity of communication to be included).

SENCO / Staff Signatures		Date	
Parental signature		Date	

REVIEW (to be completed prior to new plan being drawn up)		
Record of incidents (to be completed at review date – additional sheets to be used as required)		
Date	*Behaviour displayed*	*Intervention strategy used*

Appendix 2a

Warwick Preparatory School

ABC Behaviour chart

This ABC chart can be used to record behavioural concerns.

- 'A' stands for **antecedents**, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the **behaviour** itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the **consequences** of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the child.

Date / Time	Antecedents	Behaviour	Consequences

Date / Time	Antecedents	Behaviour	Consequences

Warwick Preparatory School

Appendix 3 - The Positive Behaviour Stages

Positive Behaviour (Stage 1)	Reward
Pastoral / Academic	
• Kind or helpful behaviour • Good work • Good effort	• Verbal praise • Written praise on pupils' work • Stickers, sticker charts, stamps • Positive comments to parents at pick up/drop off time or a note in the homework diary etc • Work displayed in classroom or around school • House point(s) • Fair Rule stickers awarded • Visit to parallel year group teacher for additional praise • Whole class reward system – 'Stars in the Jar'!
Positive Behaviour (Stage 2)	**Reward**
Pastoral / Academic	
• Noteworthy act of pastoral behaviour • Noteworthy piece of academic work • Educational achievement (eg: Music Examination success, sporting success etc) • Ongoing good work / effort / behaviour	• Visit to Head of Prep / Head of Pre-Prep (sticker) • Visit Deputy Head to show the work, resulting in a Deputy Head's Award for Excellent Work • Special Praise awards • Recognition of achievement in School Newsletter • Merit certificate • Mathematician of the Week • Writer of the Week • Sports Person of the Week • Annual cumulative reward system including Merit Certificates, Headteacher Commendations, Deputy Head's Award for Excellent Work, Mathematician of the Week, Writer of the Week, Sports Person of the Week, enable pupils to achieve Bronze Acorn Award, Silver Acorn Award, Gold Acorn Award, Platinum Acorn Award, Oak Tree Award and finally Squirrel Award. • Recognition in assembly, as appropriate
Positive Behaviour (Stage 3)	**Reward**
Pastoral / Academic	
• Exceptional act of pastoral behaviour involving care and consideration to those inside or outside the immediate school community • Exceptional piece of academic work • Cumulative pieces of high-quality work in one subject area • Ongoing progress, success and achievement	• Visit to Head of Prep, resulting in a Merit Certificate • Head of Pre-Prep, resulting in Special Praise • Visit to Headmistress, resulting in a Headmistress Commendation • Presentation of book prizes at the end of year Awards Presentation

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Appendix 4 – Negative Behaviour Stages – This is not intended to be definitive list and should always take into consideration the pupils' age.

Negative Behaviour (Stage 1)	Action Strategies
Pastoral / Academic	
• Lack of equipment, apron, music book • Being inside during break / lunchtime • Interrupting in class • Shouting out in class • Silly / inappropriate behaviour • Not remembering manners • Being late for lessons • Forgetting PE Kit / homework • Missing Clubs • Missing Music Lesson / LS Lesson • Leaving things lying around • Talking at inappropriate times • Minor unkind comment or action towards a pupil • Unruly or overly exuberant playground behaviour • Incorrect uniform items / items of uniform missing • Having inappropriate items within school • Lateness of homework • Failure to complete work in given time Failure to complete / produce work after numerous requests • Ongoing lackadaisical attitude to work / poor focus or concentration	• Verbal warning - discussion with pupil about the negative behaviour. • Think Bubble reminder to be used following a verbal warning • Check for any possible provocation • Pupil removed to work separately within the classroom or with another group of children (Y1 upwards only) • Loss of Golden Time in Pre-Prep • Confiscation of property until the end of the school day • Brief 'time out' at playtimes for aggravating others or behaving in a mildly dangerous manner (in Early Years or Pre-Prep, this may involve standing with the member of staff on duty for a couple of minutes)

Negative Behaviour (Stage 2)	Action Strategies
Pastoral / Academic	
• Repeated negative behaviours from Stage 1 • Excluding others • 'Borrowing' other people's things without asking • Inappropriate communication / rudeness to a member of staff (although not foul language) • Hurting others (age important) *The HOP/HOPP are to be informed any of pupils at this stage.	• Oops Card to be discussed and completed (EYFS) Update records on iSAMS • Reflection Card to be given, discussed and completed (Y1 upwards) Update records on iSAMS • Implementation of Encouragement Card to support pupil in addressing problems and improve, including appropriate target setting. Parental awareness required. Update records on iSAMS. • *Partial loss of playtime to be overseen by duty staff (appropriate timing for age of pupil – some playtime must be permitted) • *Pupil removed to work in another classroom (with another supervised class) • *Pupil asked to complete work (under supervision) within his/her own time or during part of a break time (some playtime must be permitted) • *To write a letter of apology
Negative Behaviour (Stage 3)	**Action Strategies**
Pastoral / Academic	
• Repeated Negative Behaviours from Stage 2 • Graffiti • Use of foul language • Threat of physical harm • Hitting others (age of child important) • Damaging other people's property and or stealing • Leaving school grounds • Biting (age of child important) • Kicking • Cyber Bullying • Bullying • Unacceptable behaviour out of school on an educational visit or trip • Unacceptable behaviour during a sporting fixture (home or away)	If any of the following action strategies were to be implemented a Serious Misbehaviour Sheet must be completed and the pupil records on iSAMS to be updated. • Visit to HOP or HOPP • Involvement of Deputy Head • Parent invited into school to discuss situation with HOP or HOPP • Referral to services if required • Report Card to be issued by HOP, HOPP or Deputy Head • Temporary withdrawal of school official /responsibility role • Withdrawal from the educational visit • Possible withdrawal from the next educational visit • Possible withdrawal from the next school fixture • Involvement of the Head if necessary

Negative Behaviour (Stage 4)	Action Strategies
Pastoral / Academic	
• Repeated Negative Behaviours from Stage 3 • Extreme or serious examples of behaviour from Stage 3 • Very serious challenge to authority • Verbal / physical abuse to any member of staff • Malicious allegations made against Staff	If any of the following action strategies were to be implemented a 'Serious Misbehaviour Sheet' must be completed and update pupil records on iSAMS • Involvement of Headmistress / Deputy Head • Parent invited into school to meet with Headmistress / Deputy Head • Report Card issued by the Headmistress • Collection by parent on an Educational trip (residential) • Disciplinary Suspension to be enforced by the Headmistress • Expulsion in line with WISF Expulsion, Removal and Review Policy by Headmistress

Oops Card – See **Appendix 5**. The Oops Card is to be used with pupils in EYFS. Staff should discuss and complete the card with the pupil. This card will then be sent home for a parental signature and returned to school and placed on file. Pupil record on iSAMS should be updated with this information.

Reflection Card – See **Appendix 6**. The Reflection Card is to be used with pupils from Y1 upwards. Staff should discuss and complete the card with the pupil. From Y2 upwards the card should be completed by the pupils themselves where possible. This card will then be sent home for a parental signature and returned to school and placed in the Sanctions File. Pupil record on iSAMS will also be updated with this information.

Encouragement Card – See **Appendix 7**. The Encouragement Card should be implemented by the Form Teacher and upon completion, be reviewed against the targets set. The Encouragement Cards are to be sent home at the end of the week for parental signature and comment. All completed Encouragement Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File. Pupil record on iSAMS will also be updated with this information.

Serious Misbehaviour Sheet – See **Appendix 8**. All Negative Behaviours that fall under Sanctions – Stage 3 or 4 will be recorded on a Serious Misbehaviour Sheet and kept in the Sanctions File.

The Report Card – See **Appendix 9**. The Report Card should be implemented by the HOP or HOPP (Stage 3) or Headmistress (Stage 4). It will contain agreed specific, measurable targets for the pupil to meet, and show sustained effort in doing so. The Report Card be closely monitored by the Form Teacher with daily reporting to the HOP or HOPP in order to monitor progress. This Report Card will be sent home daily for a parental signature and comment. Pupil record on iSAMS will also be updated with this information. All completed Report Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File.

DW / GS – Autumn Term 2021

Reflection Card

Fair Rules

We are friendly towards others

We always walk quietly on the left in the corridors

We are kind, caring and helpful

We are honest and truthful

We take care of all our belongings and show pride in our school

We share, take turns and play fair

We always work hard, are positive and try our best

We always listen carefully and are ready to share our ideas

We are organised for the school day

We are polite and always remember our manners

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Reflection Card

Which Fair Rule have you broken? (colour in the rule)

How do you think other children feel when you behave like this?

.....

What will you do differently next time?

.....

What should you do now to put things right?

.....

Pupil: ..... Date: .....

Member of Staff: .....

Parent: .....

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How do you think other children feel when you behave like this?

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What will you do differently next time?

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What should you do now to put things right?

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Parent: .....

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We are honest and truthful

We take care of all our belongings and show pride in our school

We share, take turns and play fair

We always work hard, are positive and try our best

We always listen carefully and are ready to share our ideas

We are organised for the school day

We are polite and always remember our manners

Oops Card

Which Fair Rule have you broken? (colour in the rule)

How do you think other children feel when you behave like this?

.....

What will you do next time?

.....

What should you do now to put things right?

.....

Child: ..... Date: .....

Member of Staff: .....

Parent: .....

Oops Card

Which Fair Rule have you broken? (colour in the rule)

How do you think other children feel when you behave like this?

.....

What will you do next time?

.....

What should you do now to put things right?

.....

Child: ..... Date: .....

Member of Staff: .....

Parent: .....

Encouragement Card

Name: _____

Form: _____ Week Beginning: _____

Please complete the 'Encouragement Card' and include any positive feedback.

Target 1 _____

_____

Target 2 _____

_____

Parent's Comments	
Parent's Signature	
Teacher's Signature	

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 & 2					
Break					
Period 3 & 4					
Period 5 & 6					
Lunch					
Period 7 & 8					
Period 9 & 10					

Encouragement Card

Name: _____

Form: _____ Week Beginning: _____

Please complete the 'Encouragement Card' and include any positive feedback.

Target _____

_____

Parent's Comments	
Parent's Signature	
Teacher's Signature	

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session					
Break					
Mid-Morning Session					
Lunch					
Afternoon Session					

Appendix 8

Serious Misbehaviour Sheet

All Stage 3 & Stage 4 Sanctions should be recorded on this document.
Master copies should be kept in Sanctions File.

Name of pupil:	**Current year group:**
This report written by:	
Date of offence:	**Location:**
Nature of offence: *If the offence was related to bullying, please complete a School Bullying Incident Form and attach a copy to this form, as well as passing a copy to the HOP/HOPP.*	
Sanction imposed: ❑ Tick box if Expulsion, Removal and Review Policy has been implemented.	
Support strategy implemented:	
Parental involvement:	
Monitoring and review strategy (if appropriate):	
Date set to review (if appropriate):	

Continuation sheets should be used as required.

Copies to
- ❑ Headmistress
- ❑ Head of Prep or Pre-Prep (Record of Sanctions File)
- ❑ Head of Prep or Pre-Prep (Bullying Incident File) *if a bullying incident*
- ❑ Form Teacher(s)

Autumn 2021

Report Card

Name: _____

Form: _____ Week Beginning: _____

Please complete the 'Report Card' and include any positive feedback.

Target 1 _____

_____

Target 2 _____

_____

	SLT Signature	Parental Comments	Parental Signature
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 & 2					
Break					
Period 3 & 4					
Period 5 & 6					
Lunch					
Period 7 & 8					
Period 9 & 10					

Report Card

Name: _____

Form: _____ Week Beginning: _____

Please complete the 'Report Card' and include any positive feedback.

Target _____

_____

	SLT Signature	Parental Comments	Parental Signature
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session					
Break					
Mid-Morning Session					
Lunch					
Afternoon Session					