

THE GLEDDINGS PREPARATORY SCHOOL

Behaviour and Discipline (Rewards and Sanctions) Policy

This policy applies to all pupils in school, including Early Years Foundation Stage and out of school care and clubs.

This policy takes account of the following documents and guidance:

- The Education (Independent School Standards) Regulations 2014
- The Independent School Standards Commentary on the Regulatory Requirements September 2022
- The independent School Standards Guidance for Independent Schools April 2019
- The Education Act 2011
- The Equality Act 2010
- Behaviour and discipline in schools (DfE 2020)
- Preventing and tackling bullying DfE July 2017
- Excluding Pupils - practical guidance for Independent Schools.
- Whole School Behaviour and attendance policy paper (DfE 2020)
- Behaviour Management published by Leeds, Bradford and Calderdale LA's
- The Children and Families Act (DfE 2014) SEND CODE OF PRACTICE FOR 0 to 25YRS
- Statutory Framework for the Early Years Foundation Stage September 2023

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following policies:

- Admission
- Anti Bullying (including Cyber and Homophobic Bullying)
- Attendance
- Child Protection and Safeguarding Children
- Complaints
- Code of Conduct
- Drug Education and Alcohol
- Equal Opportunities
- EYFS Policy
- Health and Safety including Out of School Activities and Visits
- No Smoking
- Partnership with Parents
- PSHEE
- Children with Special Educational Needs, Learning Difficulties or Disabilities and Inclusion
- Supervision

1. INTRODUCTION

The designated persons for behaviour management are the Headteacher (Jill Wilson) and the Deputy Pastoral (Veronica Kitson).

At The Gleddings strong emphasis is placed on creating a caring ethos of trust, respect and co-operation in which each child feels valued and in which all children can experience responsibility and learn self discipline. As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole community. Our Behaviour and Discipline (Rewards and Sanctions) Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement.

We will ensure that all staff are consistent in their approach to behaviour management which will be monitored rigorously by the Leadership Group. When implementing the policy reasonable adjustments are made for pupils who are on the SEND register to ensure that they are not disadvantaged.

The school recognises the seriousness of bullying, both physical and emotional (which may cause psychological damage) and that a victim of bullying may be at higher risk of suffering abuse. If allegations of bullying are made they will be addressed immediately and thoroughly in accordance with our Anti-Bullying Policy.

2. AIMS

Our **YOU CHOOSE** ethos is central to this policy and it drives our aims to:

- encourage the children to develop the qualities of honesty, kindness, politeness, thoughtfulness and respectfulness that are needed for good relationships and respect between children and also between adults and children.
- promote good manners and co-operation.
- reward and encourage positive behaviour using sanctions where necessary, to help children learn the value of good behaviour.
- engender the support of parents as 'good behaviour and discipline' begins at home. We aim to maintain a partnership between home and school at all times.
- raise standards of attainment, and help children develop a sense of responsibility.
- develop good social and citizenship skills through a variety of school contexts which enable the children to manage their own behaviour whilst respecting the rights of others.
- treat all children fairly and encourage and enable all staff to use consistent and appropriate strategies for dealing with inappropriate behaviour.

We will ensure the social, emotional and mental health of all pupils and the behavioural dispositions essential to personal wellbeing and academic success through the Gladdings 4 'Es':

Empathy	<ol style="list-style-type: none">Adult-child/child-adult respectPromote DO AS YOU WOULD BE DONE BY (Confucianism)Take time to understand each child's different needsQuiet teaching voices<u>No</u> corporal punishment
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Expectation	<ol style="list-style-type: none">Adult best possible exampleAge, stage, ability appropriate teachingRealistic aimsPlanning relevant learningAdult best possible example
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Engagement	<ol style="list-style-type: none">Personalised learningEffective use of assessmentPlanning appropriate to the needs of all pupilsEngage ALL children ALL of the timeEvery child a learner every lesson
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Entertainment	<ol style="list-style-type: none">FunVarying approaches and stylesAvoid slow pace and boring delivery
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Every child will be helped to:

- recognise his or her role as an active learner with opinions, skills and knowledge that can be developed and respected.
- recognise his or her role as a member of the whole school/class group who respects the person, opinions, ideas, skills and knowledge of others.
- recognise his or her 'responsibilities' as a member of the school community in preparation for later life in the community at large.
- develop their self-esteem and recognise that they are a valued member of the school community.

3. YOU CHOOSE GOOD BEHAVIOUR

Managing behaviour within the YOU CHOOSE ethos

All the school staff share a collegiate responsibility for consistently implementing the school policy on positive behaviour and Anti Bullying including Homophobic and Cyber Bullying. The Headteacher and Deputy Pastoral have overall responsibility for ensuring positive behaviour.

All staff will:

- be consistent, fair and persistent.
- keep any promise made to the pupils and remain open and honest with them.
- communicate all intentions clearly and effectively.
- act rather than react.
- impose appropriate, fair and agreed sanctions that are relevant to the misdemeanour.
- be confident and use a voice and manner that makes it clear to the pupil that they are expected to do as they are asked.
- seek advice and support if a situation escalates.
- use reprimands which focus on the behaviour and not the pupil's personal qualities.
- reprimand pupils privately whenever this is possible. For a consequence to be effective, it must be an action that the pupil does not want, but should never be meant to embarrass or humiliate them.

Parents have a responsibility for ensuring that they support their child in meeting school expectations of behaving well. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. We will always inform parents and liaise with other agencies if we have any concerns about a child's welfare or behaviour and expect parents to share any concerns they have regarding their child with the Headteacher and/or Teacher Leader.

All pupils are expected to be responsible for their own positive behaviour and meet the expectations set out by the school and the rules they have agreed in the classrooms.

We will achieve good behaviour throughout school by:

- verbal praise.
- positive comments in books.
- special mention in class or assembly.
- exhibiting good work in the classroom or public areas of the school.
- informal referral to the Headteacher or Deputy Pastoral.
- application of a range of 'products' e.g. Chimp Management, E for EFFORT etc

Team colours are awarded for good work and behaviour. All children are members of one of the following four 'colours teams' - RED, YELLOW, BLUE and GREEN. Colours are awarded throughout the week and collected in each classroom. Colours are counted weekly and the results are announced in Celebration Assembly the following Thursday morning. The winning team all get a prize at home time on Thursday afternoon. Colours encouragement talks are given by the Colour Captains in assembly.

The child in each class with the most colours will be awarded a colour badge to be worn for the week and receive a colour pencil.

A ballot will be taken at the end of each academic year to nominate the Colours Captain for each colour team for the following year.

Perseverance Person of the Week

Criteria will be established, at the beginning of the academic year, in a class discussion. The Perseverance Person is awarded in each class, each week, at Celebration Assembly with a badge to be worn for the week and receive a colour pencil.

Kindness Cup, We Knew You Could Do It Cup, Music Award, Sports Cup and School Council Trophy

These will be awarded when appropriate in Celebration Assembly.

Manners Matter 'Ms'

Children are awarded with 'Ms' for good manners which translate into colours.

Knife and Fork Champion

Pre Prep are awarded with a star badge.

Buddy of the Week

Children are nominated for showing excellent choices with their buddy. They wear a special badge for the week.

Effort Ladders - EFFORT MAKES OUR BRAINS GROW

Form I to UIV classes have effort ladders. Children are rewarded with 'effort tickets' for making excellent effort in their work (all subjects) and behaviour. Parents are informed by sending home an effort ticket explaining the reasoning behind the award.

A Pick Out of The Box

If a child makes a particularly good choice they are rewarded with a pick out of Mrs Wilson's box.

Other Reward Badges

A number of other reward badges are available for use.

Reports

The recording of achievements with positive constructive comments about attainment, progress and behaviour will be given twice per year.

4. INTERVENTION

Failure to behave well will result in certain sanctions being implemented as appropriate to the situation although there may be cases where adjustments to sanctions and rewards may become necessary. Children will be constantly reminded that they make the **CHOICE** of behaving well or not.

The 'Punishment Sanction List' is enclosed in this policy. Staff are encouraged to have a **consistent approach** to the punishments that are given for inappropriate behaviour as follows.

1. **Failure of any child to get on with his or her work** (assuming the task set is appropriate and making the necessary changes if not)
 1. The child will be asked to sit apart from classmates to complete the task.
 2. The child will be deprived of his/her free time in order to complete the task. (supervised by an appointed adult)
 3. The Headteacher will decide on any further action necessary e.g. the class teacher speaking to parents.
 4. An appropriate sanction will be given (see list).
 5. The child will be reminded that he/she chose not to get on with his/her work and will be reminded of the right choice.

2. **Anti-social/Aggressive/Disruptive Behaviour or Bullying in the Classroom**

The supervising adult will discuss with the child why he/she has behaved unacceptably.

 1. The child will be asked to stand apart from classmates and watch other children working properly. The class teacher may also choose to take the child to look at the behaviour board in the hall and encourage them to reflect on their behaviour.
 2. The child will be required to sit apart from classmates to work.
 3. Where it is appropriate the child will be set the task of writing about their behaviour and or a sanction will be given (see list).
 4. The situation will be discussed with the Headteacher/Deputy Pastoral.
 5. The parents may be involved.
 6. Children will always be reminded that they chose to behave unacceptably and they will be reminded of the right choice.

3. Aggression towards Adults or Racial/Sexual/Verbal Abuse to Anyone in the Classroom

1. The child will be required to apologise immediately.
2. The teacher may choose to take the offender to look at the behaviour board and reflect on their actions.
3. The incident will be reported to the Headteacher/Deputy Pastoral and parents will be involved if appropriate and a suitable punishment/sanction agreed. (see list)
4. The child will be reminded that they chose to be abusive and he/she will be reminded of the right choice.

4. Aggressive Behaviour or Bullying at Playtime

Every child must be made aware that this is the time for safe play for him or herself as well as everyone else.

Any inappropriate behaviour will be stopped immediately.

1. Children will be required to explain their behaviour.
2. The child will be required to 'sit out' and reflect on their behaviour.
3. If the child/children continue/s to misbehave they will be taken to the duty teacher.
4. The duty teacher will give a sanction (see list) - usually being deprived of a number of playtimes (dependent on the severity of aggressive behaviour). The duty teacher will inform the relevant class teacher.
5. If misbehaviour continues parents will be asked to assist in the supervision of their child and to work in partnership with the school to correct the child's behaviour.
6. The child will be reminded that they chose to behave aggressively and he/she will be reminded of the right choice.

New approaches to playtime management are trialled on an ongoing basis.

5. Vandalism

Bad behaviour will be stopped immediately.

1. A report will be made to the Headteacher/Deputy Pastoral.
2. A sanction will be given (see list).
3. Parents will be involved if necessary.
4. The child will be reminded that they chose to commit an act of vandalism and he/she will be reminded of the right choice.

6. The Spoiling of Games/Impolite Behaviour

7. The child/children will be required to 'sit out' and reflect on their behaviour.
1. The child will be required to give an apology.
2. A sanction will be given. (see list)
3. A report will be made if necessary to the Headteacher/Deputy Pastoral.
4. Parents will be involved if necessary.
5. The child will be reminded that he/she chose to behave inappropriately and will be reminded of the right choice.

NB: Should behaviour difficulties ever arise as a result of transition between classes they will be addressed positively rather than the imposition of sanctions.

In line with Section 131 of the School Standards and Framework Act 1998 the following points will be observed:

- **CORPORAL PUNISHMENT WILL NOT BE USED OR THREATENED**
- **PHYSICAL RESTRAINT TO CONTROL A CHILD'S BEHAVIOUR MAY ONLY BE USED WHEN AN ADULT FEELS SOMEONE IS IN DANGER.**

(Guidance in subsection 548(5) Education Act 1996)

(The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of staff. These include all those acting in *loco parentis*, such as unpaid volunteer supervisors).

In the event of physical intervention becoming necessary, parents will be informed the same day (or as soon as practical) and details of the incident recorded in the "Record of Serious Disciplinary Offences and Sanctions" file.

Additional support/advice available for staff

If, having used the sanctions system, it is deemed necessary to remove a child from a lesson, then Teacher Leaders are available to support. Children should be re-integrated into their own class group as soon as possible. This may be after speaking to a senior member of staff. The member of staff initially dealing with the child should be given every opportunity to agree sanctions with the child, thus retaining ownership of the situation.

Review of the Behaviour and Discipline (Rewards and Sanctions) Policy will be carried out annually at whole staff start of year training. Any training required will be secured.

Early Years Foundation Stage Children

Little Gladdings

All behaviour management will be based on modelling, encouragement and positive reinforcement. The good behaviour habit will centre around The Gladdings YOU CHOOSE ethos, encouraging children from the earliest age to think about their choices. Unacceptable behaviour will be discouraged and discussed 'in the moment' based on the ABC of Behaviour approach (before, during and after). Children will develop behaviours that keep them and others happy, healthy and safe through good relationships, a consistent approach and total respect (shown and received).

The Early Years Foundation Stage children are encouraged to follow the '**Special Golden Rules**' which are displayed on the PrePrep and Lower I classroom walls. These are as follows:

In Pre Prep

- we listen carefully, and try not to interrupt.
- we are honest, and try to tell the truth.
- we are kind and helpful to our friends and teachers.
- we are gentle, we do not hurt others.
- we try to play nicely, and always do our best.
- we look after our toys, we do not damage things.

In Lower I

- we will be friends with everyone, be kind and caring to one another.
- we will listen carefully to one another.
- we will remember to say "please" and "thank you".
- we will try not to spoil people's work and books but treat things with care.
- we will do what the teachers ask us to do.
- we will treat each other as we would like to be treated.
- we will help keep our classroom tidy.

Key Stage 1 Children will be encouraged by their class teachers and support staff to behave appropriately. Each class teacher will have a set of classroom rules they have agreed with the children which will be displayed. The class teacher will decide which of the agreed categories and procedures to use when dealing with children who present inappropriate behaviour whilst they are under their supervision.

Key Stage 2 Children as above, although the class teacher will also have the choice of using the Red Card System to deal with inappropriate behaviour.

The Red Card System

(For use only when dealing with children presenting inappropriate behaviour from Form II upwards) Red Cards will cover, effort, attitude, behaviour, focus and quality of work. A Red Card may be given if children:

- do not settle down to work.
- distract others.

- talk when it is not appropriate.
- fail to concentrate.
- produce poor quality or insufficient quantity of work.
- behave badly in assembly, lunch, at play or around school.
- lose 3 colours for minor misbehaviour in one week.

If a child is given a Red Card they will be required to go to the Hub Teacher's classroom at morning playtime. The child will complete the reflection sheet (attached Appendix 2).

The Headteacher/Deputy Pastoral will be informed of any 'persistent recipients' of Red Cards and parents of these children will be informed.

Individual Behaviour Programme

This programme may be used where an individual child persistently behaves inappropriately to include bullying. The decision to use such a programme is at the discretion of the class teacher and the Headteacher. If the decision is taken to place the child on additional support for behaviour, this will be discussed with the parents who will be required to work with the school in order for the programme to succeed. Reviews will be held regularly. Whether a child or young person is considered to have social, emotional and mental health difficulties depends on the nature, frequency, persistence, severity and the abnormality of the difficulties and their cumulative effect on their behaviour and/or their emotional wellbeing compared with what might be expected of children or young people of the same age.

The Equality Act 2010 requires schools to ensure children with SEN and disabilities are not treated unfavourably because of a reason arising as a consequence of their disabilities. In order to fulfil our duties under this act, reasonable adjustments will be made for those children with SEN or disability when implementing the behaviour and discipline policy. Care will be taken to consider whether the behaviour is deliberately disruptive or arises as a consequence of their SEN or disability. Early intervention to assess whether the behaviour is as a result of unmet learning needs together with support mechanisms and close liaison between home and school will ensure that pupils are treated fairly and not discriminated against because of their needs.

Children who do not improve as a result of the IBP may be referred for external support/counselling.

Exclusions

We pride ourselves on managing inappropriate behaviour very well at The Gleddings. Our policy is to involve parents where children are not behaving as they should. As we have a very high staff ratio to children we are able to provide a good level of support, time and encouragement to promoting good behaviour. So far, we have not been in a position to exclude any child attending The Gleddings. Nevertheless, the following offences may, after discussion with parents, be reasons for excluding a child:

- substance or alcohol abuse on school premises
- persistent bullying of a pupil
- violent attack on a pupil or member of staff
- significant damage to the school, staff or pupils' property
- stealing from school staff or pupils
- persistent infringements of school rules
- sexual harassment
- racist abuse

Expulsions

If excluding a pupil on the grounds of any of the above does not bring about improvement in behaviour and only as a last resort, the final sanction of expulsion will be applied.

5. MONITORING AND REVIEWING OF THE POLICY

This policy will be monitored and reviewed as part of the ongoing audit of practice within the school. School and classroom rules and the effect of displays to promote good behaviour and also the feedback from the staff, School Council and the Pupil Questionnaires will form part of the monitoring process.

Next review date: November 2025

Reward and Sanction Consistency

- | | |
|--|---|
| 1. Talking in line/assembly (Form I upwards)
First offence warning followed by immediate removal of colour if repeated | 1 Colour (-) |
| 2. Loud behaviour in entrance hall (Form I upwards)
Immediate removal of colour | 1 Colour (-) |
| 3. Slight impoliteness to staff member
Warning followed by removal of colours if repeated | 1 Colour (-) |
| Extreme impoliteness | Red Card |
| 4. Physical Aggression to another child
Slight (quick one off kick, punch etc.)
Extreme (prolonged onslaught)
Both losses to be reported by offender to Colour Captain immediately | 2 Colours (-)
Red Card
(and report in Colours meeting) |
| 5. Damage to property (Form I upwards)
If unusual for offending child, a warning followed by removal of colour if repeated persistent offender. | 1 Colour (-)

Red Card |
| 6. Leaving the play areas without permission (Form II upwards)
Immediate loss of colour | 1 Colour (-) |
| 7. Persistent lack of attention in class (Form I upwards)
Failure to pay attention, talking, unwillingness to complete work | Move down the effort ladder
Red Card (Form II upwards) |
| 8. Bullying (in any form physical, racial, sexual, homophobic, cyber, religious, cultural)
Any repeated incidents then follow procedures as identified in Anti-Bullying, Homophobic and Cyber Bullying Policies. | Red Card (slight offence) |

N.B. Teachers may choose to take a child to the Kindness Board in the Entrance Hall to encourage them to reflect on their behaviour (as indicated earlier in this policy).

Teachers are to use their own discretion in sending home school message cards to inform parents of their child's inappropriate behaviour. Our aim is to work positively with parents to maintain good behaviour within the school. It should be noted that wherever possible direct contact with the parent is recommended.

Rewards and sanctions will be applied appropriately to circumstances and in some cases, adjustments may be necessary.

Any incidence of bullying which causes or has the potential to cause significant harm will be reported to the appropriate agency (e.g. the police, children's social services) and records will be kept to evaluate the effectiveness of the approach adopted and to identify any patterns of bullying.

Working with Parents to address Behaviour Issues

Parents are increasingly reporting difficulties that they are experiencing with their children's behaviour. This can be refusal or failure to follow instructions or refusal or failure to complete tasks.

In accordance with our Partnership with Parents Policy, we will do our utmost to help parents encourage children positively to do what is appropriate.

We will do this by working with parents to produce a **You Choose** **WORK or BEHAVIOUR PLAN** which will be based on a positive "earning" ethos, rather than negative punishments or sanctions.

The required improvements will be listed and incentivised by offering "pleasures" that will be earned through compliance.

Children will be responsible for taking home and returning the **You Choose** **PLAN** daily. This will form part of the self-discipline process.

Weekly reviews will be held with Parents, the Pupil and Jill Wilson and new plans will be drawn up as necessary.

Success will be celebrated.

Should behaviour be sufficiently defiant to require consultation with external experts this will be achieved through referral via our educational psychologist or to appropriate agencies.

APPENDIX 1

Under the Education Act 2011:

1. Pupils who have made malicious accusations against school staff will be immediately referred to the Headteacher, who will determine the appropriate course of action (depending upon the age of the child) with the child's parents, to be agreed with the victim of the accusation.
2. Enrolment at The Gleddings indicates agreement with all School Policies unless otherwise recorded.
3. The Gleddings acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.
4. Detention will not be used as a sanction.
5. Teachers have the right to confiscate, retain or dispose of a pupil's property without liability for damage to or loss of the confiscated item. Any item must be handed to the Headteacher.
6. Prohibited items (e.g. alcohol, illegal drugs and stolen items) will be handed to the Headteacher. Any weapons or knives confiscated must be handed to the Headteacher and then to the police.
7. Reasonable force can be used in extreme circumstances by the Headteacher and staff to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

YOU CHOOSE

We are all very fortunate at The Gleddings and in the UK.

We have **CHOICES**

CHOICE is a RIGHT and a RESPONSIBILITY.

If we make **GOOD CHOICES**

GOOD things happen

If we make **BAD CHOICES**

BAD things happen

Today you have a **RED CARD** because you made the

WRONG CHOICE

Please explain how you are going to make sure you only make

GOOD CHOICES