



ROYAL HIGH SCHOOL
BATH
G D S T

PREP [Y1-6] BEHAVIOUR, DISCIPLINE, REWARDS & SANCTIONS

Applicable to: All teaching staff, pupils from Years 1-6, parents and carers and should be read in conjunction with the whole school Exclusions Policy.

- This policy has regard to non-statutory advice - Behaviour and discipline in Schools (updated 2020).
- This policy should be read in association with the Anti-Bullying policy (common to both the Prep and Senior schools). This provides clear guidance on measures to prevent bullying (including cyber-bullying, prejudice-based and discriminatory bullying).

Aims: At the Royal High Prep School we expect the highest standards of behaviour from every member of our community (including pupils with SEND) to ensure that everyone is happy, fulfilled and able to thrive. We aim to develop an atmosphere in which everyone understands that their behaviour has a direct impact on their own fulfilment as well as on the people around them. We aim to provide an environment in which there is acceptable behaviour and where girls learn to respect themselves, other people and their environment. We aim to work towards a situation in which girls can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

The school recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of abuse (including peer-on-peer abuse). In such cases the staff will provide support and intervention and make referrals as appropriate. Please see the Safeguarding policy and procedures (common to both the Prep and Senior schools) for full details.

The school aims to provide a system of rewards and sanctions throughout the age range, to be implemented consistently. This system will promote and maintain acceptable standards of behaviour and personal responsibility. The importance of the rewards are fully valued as a means of emphasising pleasing contributions to the life of the school and enhancing staff-pupil relationships. Sanctions need to be imposed from time to time, but the emphasis is on positive reinforcement.

Implementation:

This policy is implemented via the guidance on rewards and sanctions detailed in the following paragraphs.

The class teacher takes the leading role in pastoral matters for the girls in their class and therefore also takes a lead role in helping to instil in the girls a clear sense of how to behave appropriately in school and in the wider world. The class teacher should make clear what is expected as appropriate to the age of the pupil. The teacher should also help them to learn and to understand the importance of school rules.

Our School Rules (Cranwell Citizen Promises) have been decided upon by all the classes and discussed by our School Council. These are displayed around school and are linked to good citizenship.

Cranwell Citizens will....

- Be kind and helpful
- Be honest and truthful
- Forgive and forget
- Stop and listen
- Always walk and open doors
- Be polite and respectful
- Always try their best
- Look after the environment
- Share and care

REWARDS AND RECOGNITION

The teachers at The Royal High Prep School do all that they can to acknowledge and reward good work and behaviour. Our assembly themes and PSHE lessons help us to achieve this aim. Good work and behaviour are recognised by:

- Verbal and non-verbal praise;
- Positive written comments/motivational strategies (stickers, stamps, house points) on girl's work;
- Members of staff can award house points for very good work, progress, particularly considerate and/or helpful behaviour, good initiative and special contributions to the life of the school. House points are related to the four houses: Bronte (blue), Du Pre (green), Wollstonecraft (yellow) and Austen (red). The class teacher agrees a mechanism by which house points are recorded in the class – usually in a chart on the class noticeboard where each girl can record the house points she is awarded. Office Prefects in Year 6 make regular counts of house points and the running totals are shared with the girls during assembly times and via school newsletters.
 - Praise-worthy behaviour relating to academic work will usually relate to an excellent piece of work including, for instance: good presentation (when academically relevant); extra work; nearly full marks on a significant piece of work; effort over and above what is expected; improved work / effort in a given task. This may include support for meeting individual targets.
 - Praise-worthy behaviour relating to conduct includes all aspect of the RHSB Learner Qualities (BRICKS) which are Being Brave, Reflective, Inquisitive, Collaborative, Kind or Sparky, as well as being particularly helpful and/or thoughtful around school; helping members of the school community, being mindful of other's needs; good charity efforts by a class or individual; involvement in extra-curricular activities such as Open Days or choir performances; showing initiative.
- In conjunction with our 'Learning to Learn' approach, rewards will be presented regularly to girls demonstrating positive learning behaviour in and around the school. This will be through stickers in the younger years and through class voting higher up the school.
- Teachers are free to send pupils to show relevant work to the Head and/or Deputy Heads and also for praise for good behaviour.

- Over and Above nominations are received weekly and the accolade awarded to girls who have gone Over and Above in one of the Learner Quality areas. These names are included in the weekly newsletter and read out in assembly.
- Certificates for musical and sporting achievements beyond the classroom are celebrated in school assemblies.
- Head's Merit Certificates are awarded termly and can be earned by any girl in the school for anything noteworthy from a one off occasion like succeeding in vaulting over the horse or consistent punctuality. These are awarded termly at the end of term assembly.
- Infants are rewarded with stickers for their achievements. Staff are encouraged to send individuals to the Head and/or Deputy Heads for special commendation.
- Prizes for achievement (overall academic progress or distinction) and effort and achievement are awarded at the annual prize giving for Years 3 - 5. For each Year 6 class there are progress and outstanding work prizes (book tokens/cups) for the core and some foundation subjects. Each girl receives a leaver's award certificate with a special commendation.

All the girls in Year 6 are encouraged to take responsibility for a number of tasks and duties over the year. Their efforts are much appreciated and are acknowledged both in whole school and Key Stage 2 assemblies.

SANCTIONS

The teacher, often using the positive reinforcement opportunities detailed above, will usually manage low-level disruptive behaviour, thoughtlessness or unkindness to others. Occasionally, poor behaviour will need to be discussed with individuals concerned or as a class at the teacher's discretion. We seek to do this in active partnership with parents so they can be effective in helping the girls to develop their sense of what is appropriate.

It is our aim to deal promptly, but separately with all individuals concerned, making clear the reasons for any sanction, if any. The first responsibility for dealing with acts of misconduct, or with unacceptable work, lies with the teacher when it happens or as soon as appropriate afterwards. When dealing with such issues, teachers should consider the following:

- Wherever possible, avoid shouting at pupils. A quiet word in private is often most effective;
- Never humiliate pupils and never use sarcasm;
- Set an example by remaining polite and calm;
- Keep a sense of humour;
- Listen to what the pupil has to say;
- Establish the facts and make judgements only when you are certain;
- If you have made a mistake, be prepared to admit that you were wrong;
- Use punishments sparingly - removing privileges is often the most effective form of punishment;
- Keep your word - if you make a threat, carry it out;
- Keep a sense of perspective and remember that 'incidents' are normal when pupils are testing the boundaries of acceptable behaviour;
- Deal with the behaviour, rather than labelling the pupil;
- Whenever possible, deal with the problem yourself. If you cannot resolve the problem, ask for advice from a colleague or senior leader.
- To accommodate the needs of pupils with SEND in relation to need

Specialist teachers will report any concerns to the class teacher.

If these supportive measures do not provide the desired outcome then more formal sanctions will be considered. Sometimes sanctions will follow extended disruptive or poor behaviour and a failure to respond to support and guidance, but they may also immediately follow a significant breach of rules. Where sanctions are needed, the 'punishment should fit the crime'. These offences may include: unkind behaviour, bullying, failing to do homework repeatedly, persistent disruptive behaviour in class, stealing or vandalism. Parent/carers should be informed in these circumstances.

Our sanctions have also been decided by the girls in class and discussed by our School Council. For serious incidents, Level 3, 4 or 5 may be the first stage of the process.

Sanctions and rewards procedures are applied to all of our pupils without discrimination however we recognise that children with special educational needs and disabilities (SEND) may need alternative strategies and support in order to promote positive patterns of behaviour.

Prep School Sanctions

Level 1 - Have a quiet chat with your teacher;

Level 2 – Time apart from the class to reflect and a conversation with the teacher at play or lunchtime

Level 3 - Sent to a Deputy Head

Level 4 – Sent to the Head for an internal sanction. Class teacher to liaise with parents

Level 5 - Sent to Head for a meeting with parents called by the Head

It is important that the class teacher and/or Head records all sanctions on CPOMS. This is reviewed as appropriate. In terms of serious misbehaviour, we define this as total defiance, racial abuse and swearing, violence towards another person and serious damage to property. Whichever sanction is adopted it is important that it is served as close to the incident as possible so as to make it relevant.

ALL FORMS OF CORPORAL PUNISHMENT ARE STRICTLY FORBIDDEN

Exclusion: This step would be taken only as a last resort or in the case of serious misbehaviour on the part of a pupil. **(Please see the whole school policy on Exclusions)**

RESTRAINT OF PUPILS

Physical restraint should only be used to prevent physical injury to girls or adults and/or serious damage to property. When physical intervention is used, it should be within the principle of reasonable minimum force. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) should be passed to the Prep School Head and recorded in the pupil's personal file. The pupil's parent/carer should be informed the same day.

SAFE TOUCH OF PUPILS

Physical contact should always be about meeting the needs of the child. The Prep School has implemented a Safe Touch Policy to ensure the actions of staff are not ambiguous. This should be reading in conjunction with this policy and is located in the P-General Drive or on request by parents.

Reviewed: June 2022

Next Review: June 2023

