



RYDAL PENRHOS SCHOOL

Prep School Behaviour, Rewards and Sanctions Policy

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Aims and objectives

This policy sets out the School's aim to provide a disciplined and ordered community in which all pupils, irrespective of gender, including those who are gender questioning or going through transition, ethnic or religious background, appearance, sexuality or ability, can learn and feel safe, where every member of the school feels valued and respected and all pupils are fairly and consistently treated. The objectives of this policy are to promote good behaviour, self-discipline and respect and to set out the School's system of rewards and sanctions.

THE PROMOTION AND REWARD OF GOOD BEHAVIOUR**Rewards and praise**

The School promotes a culture in which praise and encouragement outweigh and reduce the need for punishment and reprimand. At Rydal Penrhos Prep School we are keen to acknowledge all the achievements of the pupils: academic, creative, sporting and social. Rewarding pupils motivates them and creates the best climate for effective teaching and learning, and reinforces the School's community values. The School takes pride in celebrating the success of its pupils and in communicating this success to them and to their parents.

The key elements of this system, which are not exclusive, are:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement.
- School awards for all kinds of achievement.
- The award of house points in Years 3 to 6, leading to the presentation of 'Commendation Certificates' upon collecting 30 hp. (Commendations are recorded through iSAMS.)
- Public recognition from the Head of Pre Prep or Deputy Head in charge of Prep School
- Announcements in school assemblies.
- Public areas such as the School website and Facebook pages are used to record special achievements.

It is the responsibility of the Prep School Senior Leadership Team to monitor the frequency and effectiveness of this system of rewards.

Expectations of pupil conduct and the ethos and values of the School are reinforced in all lessons, Chapel and assemblies, regular periods with tutors, weekly chaplain's assemblies and the PSHE programme. In addition, there are also many themed days and events throughout the year that encourage pupils to think of others and respect and value other members of the school community.

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Staff

All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour.

All members of staff are encouraged to acknowledge and show they value good behaviour by pupils. Standards of good behaviour are set out in the staff Code of Conduct and are regularly reinforced to staff during INSET days and meetings.

Opportunities for staff to endorse and acknowledge good behaviour arise in both formal and informal settings, including daily contact in corridors and classrooms, oral and written comments on work and during interaction with pupils while engaged in duties outside lessons.

Pupils

A framework for the formal recognition and reward of good behaviour is published in the 'Pupil Planner & Record Book', setting out the system of house points for achievements.

Pupils are encouraged to engage in activities which will promote good behaviour by joining, or contributing to, the School Council or Eco Committees. Year 6 pupils can also lead by example by applying to become Prefects.

The behaviour of individual pupils and trends in collective behaviour are closely monitored by the Form Teachers and the Head of Early Years, Head of Pre Prep and Deputy Head in charge of Prep School. The School's pastoral systems are responsive and flexible in dealing with issues that affect both individuals and larger groups of pupils. This may include speaking to pupils and parents, and adapting assemblies for pupils as appropriate.

The standards of behaviour 'Golden Rules, set out as 'Busy Bees', generated by the pupils, and Code of Conduct for pupils are published alongside the general school rules in the Pupil Planner & Record Book.

SANCTIONS - Breaches of the Code of Conduct / Discipline in the school

A community functions more easily and more effectively with clear standards of behaviour and manners. Because misbehaviour can range from minor breaches of the school rules to more serious offences, it is important that pupils are aware of the consequences of unacceptable behaviour both in school and in the wider community. They should know in advance the school's policy for deterring and correcting such behaviour.

The guidelines that follow provide part of the framework for developing the self-discipline and individual responsibility. When used they must be applied fairly and consistently, and appropriately to the seriousness of the offence. This means that there must be a scale of sanctions with it being clear whose responsibility it is to apply them at the appropriate level. Sanctions can be applied for unacceptable work as well as behaviour issues.

In applying any sanctions, the need for flexibility and common sense is essential. The purpose of this policy is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should be noted that the teacher is responsible in the first instance for dealing with minor infringements. Simple

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admonishments, given with the authority of a member of staff, are often as effective as any formal sanction and are the first recourse of any member of staff.

The corporal punishment of pupils is prohibited at the School. Physical intervention may be used to avert any immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil him/herself).

Sanctions for Minor Offences

Our high expectations of pupils generally results in a display of positive attitudes and behaviour. However, from time to time, pupils may need to be reprimanded for what we hope will only be minor breaches of the school rules and code of conduct. In such instances, the following courses of action may be taken, depending upon the severity of the incident or concern:

- (Stage 1) Verbal reprimand by the member of staff dealing with the situation and discussion/ explanation about what has happened and why it is not acceptable (referral to Form Teacher if being dealt with by another member of staff);
- (Stage 1) Time out (a short period of time for calming or reflecting);
- (Stage 2) Referral to the Head of Pre-prep/Deputy Head if the incident is considered serious or an ongoing concern;
- (Stage 1 or 2) Break time detention (may be given by form teacher with referral to Deputy Head and action recorded);
- (Stage 2) 'Reporting In' system or Report Card to monitor child's progress towards improvement in behaviour or organisation (Form Teacher liaison with parents);
- (Stage 2 or 3) Note/ Letter to parents from Head of Pre Prep or Deputy Head regarding concern;
- (Stage 2 or 3) Meeting with parents;
- (Stage 3) Referral to the Headmaster (this stage may include the two points above).

Teachers do their best to listen to and discuss concerns with the children and try to resolve problems or conflict fairly and swiftly. Minor misdemeanours and friendship problems are all part of the process of growing up and learning through making mistakes, and will be dealt with as sensitively as possible within school.

Parents should be assured that, if there are genuine, on-going concerns about their child's attitude or behaviour, the school will contact them to raise and discuss these. We then work in partnership to put in place further support mechanisms in order to help resolve the situation.

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The follow up may require a structured support programme or referral to the school's counsellor, and/or to other support services such as CAMHS.

Sanctions for Major Offences

Suspension If a pupil is suspended, he or she will be required to go home immediately following the decision. In certain cases, a pupil may be given an internal suspension, in which case he or she will be isolated from the rest of the school and supervised for the duration of the suspension.

Withdrawal In the event of a single act of gross misconduct or a repeated series of breaches of discipline, parents may be asked to withdraw a pupil from the school if the Headmaster judges it to be in the best interests of the school or the child.

Expulsion The Headmaster reserves the right in the last resort to expel a pupil.