



**Arrangements for Misbehaviour and Exclusions  
Promoting Good Behaviour,  
Rewards, Behaviour Management and Sanctions  
Including Behaviour Management in the EYFS Setting**

## **Introduction**

St Anne's Preparatory School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities. St Anne's School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, equipped to take his or her place in the modern world. The school community of staff, parents and pupils adhere to a code of conduct, rather than to lists of rules.

St Anne's School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Code of Conduct and Golden Rules. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability and matters related to reasonable adjustments for pupils with special educational needs and disabilities. We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

## **Involvement of Parents and Guardians**

Parents and guardians who accept a place for their child at St Anne's School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

## **Involvement of Pupils**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, (e.g. via the School Council, which meets regularly).

## **Teaching and Learning**

St Anne's School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

The School, and therefore this policy, has due regard for its duties under the Equality Act 2010, including issues to pupils with special educational needs/disabilities, and reasonable adjustments are made for these pupils. Reference is made to the non-statutory advice in the document Behaviour and Discipline in Schools (2016) in formulating this policy.

## **Complaints**

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but the school's complaints procedure can be viewed on our website or can be sent to you on request.

## **Rewards**

St Anne's School promotes a positive attitude to good behaviour by emphasising 'Do's' rather than 'Don'ts'. The Golden Rules and Code of Conduct set the standards of attitude and behaviour for all pupils, and a copy of the relevant code or rule (Prep - Code of Conduct; Pre-prep - Golden Rules) is displayed prominently around the school. These principles are constantly reinforced in assemblies, in class and throughout the school day, as appropriate. Staff actively seek opportunities to recognise good behaviour, and praise and reward whenever possible. Examples of these are:

- Written comments/stamps on children's work
- Sticker awards
- Public words of praise in front of class or whole school
- House Tokens
- Responsibility given to a child by the class teacher
- A visit to the Head Teacher for a commendation

A system of rewards and sanctions is in place which primarily recognises the importance of encouraging pupils in their various endeavours, but which also offers them the security of knowing the boundaries and the school's expectations of them.

## **Prep School Pupil Code of Conduct (Prep)**

- be polite
- be honest
- be gentle
- be kind and helpful
- work hard
- listen to people
- look after property
- be a good ambassador for the school

## **Golden Rules (Pre-Prep)**

- be polite
- be honest
- be gentle
- be kind and helpful
- work hard
- listen to people
- look after property

An extensive system of rewards is in place, designed to encourage pupils in all areas of school life. Our children generally respond very positively to praise, and no opportunity should be missed to give it verbally when deserved. Written commendations are made through comments in exercise books and termly reports. Pupils' work is displayed in form rooms and circulation areas. The formal means of reward are made known to pupils when they join the school, and to their parents in the Parents' Agreement.

In general, as a school we believe that encouragement and praise are more effective in securing cooperation and academic commitment than reproof and punishment.

### **Stars, stickers and stamps:**

In Pre-prep, stars, stickers and stamps are utilised to recognise achievement.

### **Tokens:**

Awarded throughout the curriculum to acknowledge good standards of achievement, special effort, or improvement, and also to recognise good citizenship.

### **Token One – House Colours – can be awarded for:**

- Positive attitude to learning
- Politeness
- Good work
- Kindness to others
- Courtesy
- Homework completed to a high standard
- Organisation

Written: September 2019 by Mrs V Eveleigh (Head Teacher) and Mrs V Bridgman (Head of Pastoral)

To be reviewed September 2020

### **Token Two - Gold**

Token Twos are only awarded on very rare occasions for something exceptional and can be awarded for:

- 100% Attendance (Termly)
- Commendation on representing St Anne's at an off-site event
- Outstanding achievement in all aspects of school life
- Kindness
- Consideration for others within the school community

This equates to an entry in the Outstanding Achievement Book.

1 gold token equates to 5 house point tokens

Throughout the term, class teachers should keep a record of the Token Two (Gold) totals for each pupil in their form.

Totals are collated termly and form the basis of the house system. Pupils from Year 2 – Year 6 should record their Tokens in their Homework Diary; suitable methods are provided for pupils in Kindergarten 1 to Year 1. The House winner for the term will be announced in the week before the end of term – the winning house team will be awarded a 'treat' and given during the last week of term.

### **Outstanding Achievement Book:**

Signed to recognise excellence and notable consistency or improvement. The children should be asked to bring their work, or a note describing it to the Head Teacher. This should be marked 'OAB', and dated and initialled, with some indication given of the reason for the award, e.g. improvement. Outstanding Achievement Book will be kept in the Head Teachers' office.

### **Assembly:**

All appointments (e.g. positions of responsibility) and achievements, in or out of school, are announced and celebrated during assembly.

### **Weekly Reminders/News/Bulletin:**

Results of individual or team achievements & special mentions will be published in the weekly bulletin, which is emailed to parents and teachers and available on our website. The names of pupils who have received a mention in the Outstanding Achievement Book will be detailed in the weekly bulletin.

### **Colours:**

Music, Drama, Dance, Art and Sports Colours are awarded at the discretion of the staff involved in the teaching of these subjects.

### **Responsibilities:**

Appointments are made to reward commitment and reflect a particular interest in a particular curricular area - Heads of School, Librarian Prefect, Sports Captains, House Captains, Recycling Prefect, School Councillor, Computing Prefect, etc. Every effort is made to ensure that these responsibilities are shared around as widely as possible: some are made on a termly basis and some for the year.

### **Celebration of Achievements:**

A wide range of books, tokens, trophies and cups are available to recognise achievement in all spheres of school life.

### **The House System**

On entering the school, children are allocated to one of the four School Houses – Romans, Saxons, Normans, and Vikings. Younger brothers and sisters will enter the same House as an older sibling. Members of staff act as House Leaders, organising inter-House activities throughout the academic year, promoting a healthy, competitive spirit. 1 activity/competition per term. Each House has a pupil House Mistress who encourages participation. The house system forms an integral part of the school's daily life, through the awards of Tokens, which accumulate for the children's House Team.

### **Behaviour Management**

The main aim of the school's Code of Conduct is to help pupils develop a growing respect for themselves, other people and the school. All staff members hold a degree of responsibility in helping pupils to develop respect in each of these three areas.

In terms of behaviour management, we differentiate between poor organisational ability and unacceptable behaviour. Class teachers, specialist teachers and teaching assistants support the children in developing the skills required to fulfil their potential at school and provide guidance and strategies to help each pupil develop good organisational skills.

Each class teacher from Years 2-6 inclusive will record in a child's Homework Diary instances when pupils fail to have essential equipment or clothing. Specialist subject teachers may also record such instances. The Homework Diary will be signed by the class teacher during class period or other suitable time, and appropriate support and advice given. If a pupil has received three or more such entries in one half term by the same teacher then the Head of Pastoral should be informed, and consideration given to the use of an organisational monitoring card in consultation with parents.

If pupils cannot participate in a meaningful way in a prepared lesson on site because they do not have games clothes or items essential for their safety, then appropriate work may be set and undertaken under the supervision of a teacher, by prior arrangement. When pupils are off-site for Games lessons and essential items are found to be missing, parents will be contacted and advised that their child is unable to participate in the event off. If parents cannot be contacted, then a letter from the PE department will be sent to the parents.

Any incidents of a racist or homophobic nature, bullying, this includes cyber bullying, fighting, stealing, vandalism, swearing, lying, leaving the school boundaries and all forms of unacceptable behaviour are referred immediately to the Head of Pastoral. Staff members use the Incident Report forms and the Head of Pastoral will update the Pastoral Manager database to record the incident and follow the school's protocol. The reports are retained as part of a pupil's disciplinary/pastoral care record. The Head must be informed of all such incidents and provided with a copy of the reports (and when appropriate the parents will be informed). The usual penalties for serious breaches of school discipline, such as suspension and expulsion will be retained for possible use, in exceptional circumstances, by the Head.

The school has a register of sanctions imposed for serious misbehaviour, defined by the school as Level 3 and above. The register is kept by the Head of Pastoral, and all meetings relating to pupils' behaviour are recorded on the Pastoral Manager database which has the pupil's name, year group, the nature and date of the offence, and the sanction imposed, if appropriate, as a central record. This is how patterns of behaviour are identified.

Low grade misdemeanours can usually be addressed through effective and consistent pupil supervision. Persistent problems should be referred, in the first instance, to the Class Teacher, who may utilise a behaviour monitoring card in consultation with the Head of Pastoral. Usually, this would be for one week but may be extended for a second week. Completed cards should be forwarded to the Head of Pastoral after the Class Teacher has undertaken the review with the pupil. Parents may be invited to the review. The Head of Pastoral will offer support to subject specialist teachers and class teachers, as and when appropriate.

The following key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour are:

- a consistent approach to behaviour management
- strong school leadership
- classroom management
- rewards and sanctions
- behaviour strategies and the teaching of good behaviour
- staff development and support
- support systems for pupils (Head of Pastoral and School Counsellor)
- liaison with parents and other agencies,
- managing pupil transition and organisation of facilities.

Disciplinary action will take place against pupils who are found to have intentionally made unsubstantiated malicious accusations about a member of staff.

## Sanctions

The school's policy on sanctions rests on the following principles:

- The development of respect for others, the school and the individual pupil
- The recognition of good behaviour, good manners and tidiness
- The level of sanction should be proportionate to the seriousness of the offence
- Sanctions need to be applied fairly and consistently
- They need to be understood by pupils and seen by them as fair, if they are to be effective

### **These specific guidelines must be followed:**

No form of corporal punishment is to be employed under any circumstances, nor anything which might be construed as such. Nor is any form of corporal punishment threatened.

Pupils must be made quite clear how they have transgressed, and why they have been given a sanction.

Groups of pupils should not be punished for the misdeeds of an individual in their midst.

Mindless or unproductive sanctions are to be avoided, e.g. lines. The Head of Pastoral, with support from the SMT, will oversee loss of free time 'paying back time' (Detention) incurred as a result of infringements of the school's Code of Conduct.

A mild or moderate verbal reprimand will very often suffice.

In Pre-prep, children with persistent disciplinary problems may be issued with a 'Smiley Face Card', or a tailor-made report card suited to the targets for the individual child, so that behaviour can be recorded during the week.



Good



Acceptable



Poor

## **Playground**

Misbehaviour in the playground is dealt with immediately by the duty staff. A child will usually receive a warning. Children misbehaving at break or lunch time may be asked to stand aside for a brief 'cooling off' period. Incidents are logged and reported to the form teacher. The Head of Pastoral is also informed where deemed necessary. Children may also undertake 'paying back time' (lose an amount of their playtime) with a member of the SMT, if having been given prior warning of their inappropriate behaviour they continue. Parents are also informed due to either the severity or consistency of the behaviour.

Ultimately good behaviour is promoted within our school at all times.

## **Clubs**

Appropriate behaviour is expected at all times. Children are to observe the Code of Conduct/Golden Rules during clubs, including when outside agencies deliver clubs on site. If behaviour is deemed inappropriate, pupils' names will be recorded and passed to the Head of Pastoral. The Head of Pastoral will remind children of the expectations and request an apology is made at the first available opportunity. If this behaviour is repeated, following meetings with parents, pupils will be asked to leave the club.

## **Classroom**

Misbehaviour in the classroom is dealt with immediately by the member of staff. A child will usually receive a warning. Children are warned about their unacceptable behaviour and given guidance to improve. If improvement is not forthcoming, then the following sanctions will be implemented:

**Level 1** - Class Teacher/Teaching Assistant/Subject Specialist Teacher (SST) can ask a child to \*'payback time' up to ten minutes of morning break/lunchtime in order to catch up any work that was not completed during a lesson due to repeated misbehaviour/distraction/disruption and despite repeated warnings. This is supervised by the Class Teacher/SST and the Head of Pastoral is informed via the weekly overview.

This should be recorded in the Homework diary by the Class Teacher/TA/SST and logged on the weekly overview.

**Level 2** - Head of Pastoral Sanction - Children are referred by their Class Teacher or SST to the Head of Pastoral due to:

- repeated incidents at Level 1
- severe incidents of disrupting the learning of others
- incidents of name calling and hurtful comments

This sanction will either take the form of completing missing work or be work of a community service nature. Where appropriate the Head of Pastoral will issue an in-class behaviour monitoring report card at this stage. This is supervised by the Head of Pastoral and the Head Teacher is informed. Every attempt to support a child in changing and improving their behaviour will be made by all staff.

Parents will be contacted by the Head of Pastoral and the incident will be logged on the Pastoral Manager database.

If behaviour continues to decline or similar behaviour is seen, therefore no improvement has been made, the Head of Pastoral can issue a 'strike'. These are recorded as a culmination of three strikes in one week will result in Level 3 sanction.

**Level 3** – Head of Pastoral Detention - Children receive a Head of Pastoral detention\* due to having received three strikes within a week, for:

- Repeated disruption in class
- Repeated inappropriate behaviour (rude/disrespectful)

A letter will be sent home to parents to inform them that their child served a detention for their inappropriate behaviour, noting the behaviour witnessed. This will also be logged on the Pastoral Manager database.

**Level 4** – Head Teacher Sanction - Children are referred by the Head of Pastoral to the Head Teacher due to:

- becoming extreme repeat offenders
- severe offences relating to the disruption of lessons or actions that prevent others from learning

The Head Teacher will then impose an appropriate sanction and the child's progress will be monitored closely by the class teacher and Head of Pastoral until real improvement is seen.

Parents will be contacted by the Head Teacher and the incident will be logged on Pastoral Manager database.

**Level 5** - Head's Intervention / External Agencies If a child has not responded in a positive manner to the support (including implementation of an individual behaviour plan) and sanctions as detailed in Levels 1-4, and he/she continues to breach the school's Code of Conduct, the Head, in consultation with the SMT, will meet with the child and the parents to establish protocols going forward in the interests of the child, other pupils and the school.

**Level 6** - Exclusion Communication with Parents:

The parents are informed of any action taken and the reason for it, and are encouraged to support the school's standards. Parents may be asked to have a meeting with the form teacher and/or the Head of Pastoral to discuss ways in which the child's behaviour can be improved. A record is kept of any meeting or telephone discussion with parents concerning their child's behaviour, and any plan of action which has been agreed.

**Suspension and Exclusion**

The Head Teacher reserves the right to suspend or expel a pupil in the wider interests of the school community - such actions will only be taken after the necessary consultation with staff and discussion with parents.

Pupils will only be excluded in cases of a serious breach of the school's behaviour/discipline policy or if the continued presence in the school of the pupil being excluded would seriously damage the education or the welfare of other pupils or staff. Only the Head Teacher can exclude (or in her absence the person in charge on the day). The Proprietor will have been consulted prior to a decision to exclude being taken.

As befitting its gravity, a decision to exclude a pupil will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g. serious violence, actual or threatened, against a pupil or member of staff.

**Factors to be considered before an exclusion:**

- an appropriate investigation has been conducted;
- all the relevant evidence has been considered;
- the pupil's version has been heard;
- if appropriate, other people have been consulted;
- if the balance of probabilities has been established, the pupil may be excluded.

Pupils who have reached this stage of the disciplinary procedure usually require more than the usual support and help. During the suspension at school, the Head Teacher is able to ascertain exactly what further support is required for the pupil suspended. This could include counselling, a specifically targeted card, (e.g. achievement, concentration, kindness) or regular meetings with a key supporter. Such help may already have been set up at an earlier stage as difficulties arose.

Children are NEVER punished physically or humiliated in any way. Corporal punishment is NEVER used. The school will not use or threaten corporal punishment. Any member of the school community who fails to meet these requirements commits an offence.

Physical intervention (where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property) is only used for the purposes of averting immediate danger of personal injury to any person, including the child. The school keeps a record of any occasion where physical intervention is used, and parents and/or carers are informed on the same day, or as soon as reasonably practicable.

The School's intention is to create an environment where pupils have every opportunity to succeed, where learning is not disrupted and where respect is shown to all members of the school community. St Anne's School should be a safe and secure place where a pupil's confidence, self-discipline and responsibility can flourish.

*\*St Anne's is mindful at all times that a 'time out' in many instances would be the most valuable sanction.*

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**SAFEGUARDING STATEMENT** St Anne's School is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding and Promoting the Welfare of Pupils Policy'.

**EQUAL OPPORTUNITIES STATEMENT** The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender reassignment and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

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We hope you will feel able to get on board with the positivity of our new behaviour policy. While it is very early days, it does seem to be working in school.

Please sign below and return, either electronically or as a hard copy, to acknowledge understanding and commitment to the implementation of this policy.

Signed.....

Date.....

Child(ren) Names:.....

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Written: September 2019 by Mrs V Eveleigh (Head Teacher) and Mrs V Bridgman (Head of Pastoral)

To be reviewed September 2020