WANDSWORTH PREPARATORY SCHOOL

Behaviour, Rewards and Sanctions Policy

This policy applies all pupils in the school, including in the EYFS

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Jo Pache Headteacher

WANDSWORTH PREPARATORY SCHOOL:

The named designated persons in charge of whole school behaviour are

Carla Ritchie: Assistant Head Pastoral

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Behaviour, Rewards and Sanctions Policy

Introduction

Wandsworth Prep School aims to encourage pupils to adopt the highest standards of behaviour, principles and morality. 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.

Wandsworth Prep School is an inclusive community. We welcome pupils from a 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/her place in the modern world.

Introduction
This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the requirements of the EYFS Framework 2026, as well as Keeping Children Safe in Education 2026, Working Together to Safeguard Children (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2026, Statutory guidance Mobile phones in schools 2026, the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
    - taking part in any school-organised or school-related activity or
    - travelling to or from school or
    - wearing school uniform or
    - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school or
    - poses a threat to another pupil or member of the public or
    - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
    - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
    - for example, pornography, tobacco, alcohol
- handing items to the police
    - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies" 2022.

Mobile Phones in School

The school's policy prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtimes, this prohibition covers other forms of communications and smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video). Mobile phones are kept in the office at the start of the day and are returned to children at the end of the day.

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the Leadership Team
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as "just banter" or "having a laugh".

Casual, low-level harassment, sexist language, or misogynistic behaviours must be challenged instantly. Failing to punish these behaviours normalises abuse and allows them to escalate into more severe physical or sexual violence.

Staff should understand and look out for the making, sending, or receiving of digitally altered, deepfaked, or AI-generated nude/semi-nude imagery. Misuse of AI tools to target or bully peers requires an immediate safeguarding response alongside the school's behavioral sanctions.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy recognises the need for a behavioural approach to reinforce a culture where sexual harasssment and online sexual abuse are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

Rationale

At Wandsworth Preparatory School we are committed to establishing a learning environment, linked to the School Values and Expectations, that promotes positive behaviour, self-discipline and relationships where children treat each other with care and respect. We support children as they take increasing responsibility for themselves and their actions.

Aims

The aims of our Behaviour Management Policy are rooted in the ethos of our school. Wandsworth Prep School endeavours to provide a secure, happy environment constructed around a disciplined framework which encourages a pupil to respond to the best of his/her abilities.

We encourage the children to develop the following attitudes and values:

- Collaboration
- Creativity
- Compassion
- Courage
- Curiosity

As adults we endeavour to:

- lead by example i.e. display the above values
- be prepared to explain the basic ground rules and the reasons why they are important

- have clear, consistent expectations of appropriate behaviour
- work as a team to ensure consistency of expectations
- be prepared to discuss issues, problems with each other, to take advice and to find solutions
- foster a secure, relaxed, respectful atmosphere
- keep a careful watch on the children to evaluate development and to discover any incipient problems
- be aware of and follow the school and department rules
- work with parents to aid the social and emotional development of the child

Classrooms

At the beginning of each new academic year the class will be reminded of the WPS expectations by their class teacher. These are displayed in rooms and shared with parents at parent's evening so that parents and children know what is expected. Teachers, in consultation with their class, will also draw up rules regarding attitudes to learning at the beginning of each academic year.

The WPS Expectations are:

- Walking feet
- Turn taking
- Looking eyes
- Listening ears
- Sensible sitting
- Thinking brains
- Indoor voices

These help to form a shared vocabulary and understanding for staff and children about our expectations in and outside of the school.

Behaviour around the school

We believe that the school should be a calm, orderly place at all times and therefore the children should:

- Move around the school quietly, showing consideration for others including holding doors open for each other and adults.
- Walk and keep to the left when walking up or down the stairs
- Knock and ask for permission to enter another class or school office
- Enter and exit assembly silently

Playground

Children should ensure they follow these rules in particular:

- Children should take out everything they need for play before exiting the building and not re-enter without permission of the member of staff on duty

- Children may only go to the toilet with permission from an adult on duty.
- Children should not be excluded from games if they ask to join in.
- Children should initially endeavour their own disagreements before asking for an adult to intervene.
- When play time finishes, children are expected to stop, clear up equipment and then line up in their classes.
- Any accidents should be reported to the adult on duty.

General Approaches to Behaviour Management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their wellbeing.
- Work in partnership with parents to ensure that:
    - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
    - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND which may include alterations to sanctions, timeframes and support to meet individual pupil needs and replacing punitive measures with restorative practices, calming time, or educational interventions.
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious Accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy.

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies:

- good behaviour
- self-discipline
- respect
- Fundamental British Values

Management

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

The lead teachers for behaviour management are Katie Brown and Carla Ritchie, Assistant Heads and Jo Pache, Headteacher. Together they provide strong leadership to ensure a consistent approach from all adults to behaviour management.

The school provides professional development and support for staff to enable them to remain up-to-date in strategies for behaviour management and have a good understanding of the school's approach.

The government's adviser on behaviour has produced a checklist for teachers on the basics of classroom management. This is provided at **Appendix 1.**

The school will put in place, when required, appropriate pupil support systems to enable pupils to develop acceptable levels of self-discipline and improve their standards of behaviour. This will include, as appropriate, consultation with parents and outside agencies, a behaviour contract with the pupil and a behaviour mentor.

The school recognises that transition into, through and from the school can be challenging times for some pupils and can result in behaviour issues. Staff will approach these times with sensitivity and understanding to help pupils to cope with such situations.

The school will take very seriously any allegation made against a member of staff which is found to be malicious. Appropriate disciplinary action will be taken against a pupil found to be making such a malicious allegation, which could include suspension or exclusion.

Our Practice

- We handle behaviour issues in a way appropriate to the child's stage of development and level of understanding.

- We show that good behaviour is valued.
- We establish clear expectations and boundaries.

- We record all significant incidents relating to behaviour and the sanction administered following the **Sanctions Flow Chart.** This is provided at **Appendix 2**.

- Such records are kept centrally on CPOMs and monitored by the Leadership Team so that patterns in such behaviour can be identified and appropriate action taken.

- We implement strategies, including the arrangement and management of the classroom, which encourage positive behaviour.

- We demonstrate that a child is still valued even if his/her behaviour is unacceptable

- We encourage positive behaviour

- We ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in Wandsworth Preparatory School

- We share the procedures for behaviour management with parents at Meet the Teacher evening in September.

- We identify a named member of staff with responsibility for behaviour management issues. This person has the skills to support staff and liaise with other agencies for further advice and expertise.

- We ensure that all staff, including students and volunteers, do not use any form of physical punishment. We do not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.

- We ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. We ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings. Where restraint is used by staff, this is recorded in writing and parents are informed of it on the same day.

- We ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.

- We specifically identify behaviour that is unacceptable within Wandsworth Preparatory School such as bullying, harassment and name-calling. Please see the School's **Anti-Bullying Policy.**

- We arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- We actively promote high expectations of children's behaviour within the setting.

Encouraging Positive Behaviour

- We encourage responsibility in caring for others and the environment by giving children a variety of tasks and responsibilities, classroom helpers/monitors and Year 6 Leaders
- We encourage positive behaviour through play and learning activities
- We model appropriate behaviours in different contexts.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what constitutes acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings, likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others through the school reflection sheet.
- We help the children to develop assertive strategies to challenge bullying.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities
- We focus on activities and routines to encourage sharing and cooperation.
- We promote independence by encouraging children to 'self-manage' and take responsibility of their own belongings as well as school resources.
- Using the language of School Values, Expectations and Growth Mindset, we praise children for positive behaviour.
- Children's achievements are celebrated in the weekly 'celebration assembly' with the presentation of a certificate linked to the School Values. In addition, outstanding examples of upholding School Values are celebrated through Values Postcards, which are written and presented by the Headteacher.
- The school has an agreed set of expectations, which are shared with all children and made visible in each classroom and areas of the school.
- Each class is equipped with a 'worry box or monster' and children have opportunities throughout the week to add their concerns and worries to the sealed boxes. These concerns are addressed in private with the teacher or can be explored, when necessary, in a circle time using the 'conflict and resolve' model.

- Allowances are made for pupils with special educational needs or disabilities. For example, autistic, dyslexic or gifted pupils may show behavioural traits which do not always conform to expectations. Training is given to staff, where possible by external agencies, to give greater insight into the difficulties encountered by such children, and to suggest appropriate methods of moderating their behaviour, if necessary: normal sanctions may not be appropriate or effective.

Behaviour management in the Early Years' Foundation Stage and Key Stage 1: Steps to achieve consistency in expectation

Children can enter the school with very different home/pre-school experiences and behavioural patterns. To produce a well ordered, secure school environment we:

- are aware of the children's different home situations and needs by liaison with parents and previous educational settings via scheduled nursery and home visits. Informal discussions with parents are common at the end of the school day. We also organise individual consultation conferences as required and formal parent evenings.
- observe and discuss the children informally and at staff meetings
- write personal records which are passed on to the next teacher
- have agreed on expectations which are consistent throughout the school
- take time to communicate our expectations to the children, explain the reasons for the classroom boundaries and expectations.
- encourage the children to try to solve their problems e.g. in the playground by independent discussion and conflict and resolve. The teacher will always be available to listen and advise, but in many cases, direct involvement should be unnecessary
- enforce the rules by praise, discussion and encouragement.
- lay great emphasis on P.S.E.D. We discuss such issues as how behaviour affects others, the importance of tolerance, care of our environment. These discussions may be on class, group or individual basis and are directly related to the developmental stage of the child.

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Throughout the school

The school acknowledges all the efforts and achievements of children, both in and out of school. Pupils are encouraged to bring certificates awarded out of school in to show their friends and teachers. The *iSAMS* Behaviour tracking system contains information regarding pupil achievement in school. Effort and achievement is acknowledged and celebrated in a variety of ways, for example:

- demonstration of the School's values and expectations are recognised and rewarded with certificates and class mascot (Reception, Year 1 and Year 2 only) in the weekly celebration assembly where children have the opportunity to share their work and achievements with their peers and teachers.
- Outstanding demonstration of the School's values and expectations are recognised and rewarded with a Values Postcard.

Sanctions for Negative Behaviour

See Sanctions Flowchart Appendix 2

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working. Staff may refer to *Modifying Pupil Behaviour Guidance'*, which outlines the review process to address behaviour.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- trial and induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- 'meet the teacher' new parent events
- buddy systems
- liaison with senior schools, including participation in induction events
- visits to nursery schools to seek information from practitioners
- home visits in the Early Years' Foundation Stage

Please also see the School's Discipline and Exclusions Policy (below).

In implementing this policy, any individual needs of pupils will be taken into account and reasonable adjustments made where appropriate where a pupil has a special educational need or disability. Staff should consult with the Head of Lower or Upper School as appropriate or the Headteacher or Deputy Headteacher if they are unsure as to whether reasonable adjustments should be made.

Consequences of Unacceptable Behaviour

We intend consequences to be related to the misdemeanour, so that children gain an understanding of cause and consequence. They will be reasonable and fair. We believe in positive correction, which includes the opportunity for the child to reflect on what happened and why as well as the application of sanctions when necessary. For repeated bad behaviour the Head of Lower or Upper School as appropriate or Headteacher may be involved.

Sanctions may include:

Teachers throughout the school employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to follow the school's expectations at all times. In addition to the school's expectations, each class also has its own classroom code of values, which is agreed by the children and displayed on the wall of each classroom. In this way, every child in the school knows the standard of behaviour that is expected of them. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' – using role play to explore the issues and resolve conflict.

Teachers follow the **Sanctions Flowchart,** noted in **Appendix 2** of this policy. The flowchart outlines strategies for dealing with incidents where a child's behaviour falls short of the school's expectations. The 6 levels in the flowchart are intended to allow such matters to be placed in context, and so avoid the danger of over reaction to a particular incident. Those involved in dealing with an incident need first to establish in what level to place it, and then to follow the necessary response. At each level, a second offence automatically moves the incident up one level. This should allow for a proportional response to all incidents.

In the rare event that physical intervention is used in order to manage behaviour to keep both children and staff safe, a record of any occasion where such intervention is used is kept, and parents will be informed on the same day, or as soon as reasonably practical.

Any incidents of bullying are reviewed under the school's **anti-bullying policy.**

Other consequences of unacceptable behaviour include:

- Warnings from Staff
- Time out in playground
- Withdrawal of privileges / break time
- 'Check-In' with Head of Lower or Upper School (parents informed)
- In certain cases, it may be necessary for the Class teacher to keep an individual behaviour record, which would be discussed with and supported by parents.
- Temporary Removal from Extra-Curricular Clubs and Sports' Teams

- Information on all recorded incidents can be found in ‘Pupil Asset Behaviour Tracking’
- Suspension or Exclusion (as set out in the Exclusion Procedure).

For serious breaches of discipline, such as gross disobedience, violence or persistent bullying, this would trigger a letter from the Headteacher to parents.

Suspension or Exclusion (as set out in the Exclusion Policy)

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Teachers at Wandsworth Prep School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code of values consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on iSAMS**.** In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Heads of Lower or Upper School.

The role of the Heads of Lower and Upper School

The Heads of Lower and Upper School keeps records of all reported serious incidents of misbehaviour.

The Heads of Lower and Upper School acts in a role supportive of the class teachers. Children may be referred to the SLT in order reinforce messages of good behaviour.

If a child’s behaviour is a cause for concern the Head of Lower and Upper School will call a meeting with the parents concerned.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the behaviour expectations on parents’ evening and in the parents’ handbook. We expect parents to read these and support them.

We expect parents to support their child’s learning, and to co-operate with the school, as set out in the code of conduct. We try to maintain a dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

If the school has to use reasonable sanctions to reprimand a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should

initially contact the class teacher. If the concern remains, they should contact the Head of Lower and Upper School Teacher. If the concern persists, they should contact the Headteacher or Deputy Headteacher. If these discussions cannot resolve the problem, the formal complaints procedure can be implemented.

Monitoring

The Heads of Lower and Upper School monitors the effectiveness of this policy on a regular basis.

The school keeps a variety of records of incidents of misbehaviour and achievements through iSAMS. The class teachers records incidents and shares any serious incidents with the Head of Lower or Upper School. These are shared at SLT meetings for review.

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

Appendix 1

Behaviour checklist for teachers

Classroom

Know the names and roles of any adults in class.
Meet and greet pupils when they come into the classroom – ensure that each child gives eye contact. Shake each child's hand (or elbow bump when following Covid restrictions) and ensure that the child gives eye contact at dismissal.
Display school values in the class - and ensure that the pupils and staff know what they are.
Display class code of values and how we work and ensure that all children know what they are
Have a system in place to follow through with all sanctions.
Have a system in place to follow through with all praise and privileges Have a visual timetable on the wall.
Follow the school behaviour policy.
Set clear start and end of the day routines to ensure that children can self-manage and independently organise their belongings and resources.

Pupils

Know the names of children.
Have a plan for children who are likely to misbehave.
Ensure other adults in the class know the plan.
Understand pupils' special needs.

Teaching

Ensure that all resources are prepared in advance.
Praise the behaviour you want to see more of.
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
Differentiate.
Stay calm.
Use alternative methods for stopping the class or getting their attention: use of the chime bar, clapping a rhythm, singing or speaking a phrase that is repeated by the class.
Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix 2: Sanctions Flowchart

Level	Behaviour	Response
1	Disrupting the flow of a lesson, such as: • talking in class, • distracting others • interrupting, • not following class rules and expectations. School building and playground: • Pushing/ jostling in the line • Running in the corridor	1. Reminder of expectation and warning given 2. Moved down to 'I can make better choices' on the peg chart
2	• Disregarding staff instructions • Refusal to cooperate • Insolence to staff • Behaviour to deliberately compromise the enjoyment of others Persistent Level 1 behaviour	1. Move down to 'I can reflect on my actions' 2. Complete a reflection sheet; during break time 3. Discussion of expectations following completion of reflection sheet with class teacher 4. Logged on CPOMs
3	Repeated Level 2 behaviour	1. Discussion of expectations with class teacher and Head of Lower or Upper School 2. Reflection at breaktime/lunch 3. Class teacher informs parents 4. Logged on CPOMs
4	Failure to improve after Level 3	1. Reported to Head of Lower or Upper School. 2. Meeting with parents arranged. 3. Sanctions may include missing favourite clubs, not representing the school in a match. 4. Logged on CPOMs
5	**A serious breach of school rules** e.g. fighting, assault (no injury), vandalism, any form of verbal abuse, especially racial, sexual or religious	1. The Headteacher will be involved, and appropriate sanctions applied. 2. Sanctions could include internal exclusion or fixed-term exclusion. Parents will be involved at this stage. **3. *Internal or external exclusion noted on* CPOMs**
6	**A more serious incident than Level 5 e.g.** actual bodily harm	1. The Head of Lower or Upper School and the Headteacher and/or Deputy Headteacher will be involved, and appropriate sanctions applied. 2. Sanctions could include internal exclusion or fixed-term exclusion. Parents will be involved at this stage. **3. Internal or external exclusion noted on CPOMS** **4. External exclusions are noted on a pupil's record.**

A serious breach of school rules

Although not intended to be an exhaustive list, the following will always be regarded as serious:

- Any form of physical assault, including any action that creates a potential danger.
- Persistent or malicious behaviour intended to cause major disruption to a lesson or activity.
- Any form of bullying, whether physical, written or verbal.
- Any form of verbal abuse, especially racial, sexual or religious.
- Deliberate interference with or damage to property, whether school or personal, including computers.
- Deliberately bringing the school into disrepute.
- Truancy.
- Theft.
- Possession of any type of weapon, alcohol, tobacco or drugs.

All of the above must be reported to the Class Teacher and then Head of Lower or Upper School, via the Class Teacher. They will then decide on the appropriate level of response. This should take into account:

- The pupil's previous record, especially with regard to similar offences.
- The degree of intent, as well as the outcome.
- The degree of provocation.
- The extent of damage to other people or property
- The severity of the action under consideration.

Internal exclusion

On occasions it might be necessary to internally exclude a pupil during school time. Pupils who are internally excluded should be excluded from other pupils for the day, supervised and with work set. They are not allowed to take part in any extra-curricular activities and lunch will be brought to them. Internal exclusion should not normally be for more than one day. A note of the reason for the suspension and date must be recorded on a pupil's file and parents informed, as with any exclusion.

Appendix 3: Rewards Flowchart

Level	Behaviour	Response
1	It is expected that all children follow the school's expectations for behaviour at all times and uphold the school's values.	*1. House Points* *2. Positive recognition* *3. Certificates*
2	Consistent upholding of School Values or expectations	*1. House Points* *2. Positive recognition* *3. Certificates*
3	Persistent examples of upholding School Values and expectations, which has a positive impact on their peers and learning	*1.* School certificate awarded in weekly celebration assembly 2. Parents informed by class teacher
4	Outstanding examples of upholding the School Values and expectations such as achieving highly in a competition through resilience or going above and beyond school expectations Consistently upholding a number of the School's Values	*1. Message sent home to parents*
5	Outstanding examples of consistently upholding a number of the School's Values such as collaborating with others to independently raise money for the school's charity	1. Message sent home to parents 2. Child invited to morning 'tea' in the Headteacher's office 3. Possible inclusion in school's newsletter