



PINEWOOD

Est. 1875

BEHAVIOUR AND DISCIPLINE **SANCTIONS AND REWARDS**

A Whole-school policy including EYFS

INTRODUCTION

The Aims

In the school we are seeking to promote care and concern for each other in the community showing mutual tolerance and respect for others. In part this occurs through encouraging good manners, helpfulness and kindness to others. This is achieved by a fair but firm discipline that seeks to lay down clearly defined sanctions in pre-determined steps linked with awareness by the child of the consequences of their actions. As much as possible this is done with a balance of positive and negative incentives. In Key stage 1 and the Early Years Foundation Stage (EYFS) positive incentives are seen as building blocks in preparation for the Prep School.

We have few specific school rules and work on the principle that any breach of common sense or good manners is a breach of school discipline. The health, safety, emotional and physical well-being of the community is of prime importance, and engendering a respect for the individual and property is also paramount. A child who disregards these principles can expect the appropriate consequences, in relation to their age and understanding of inappropriate behaviour.

Bullying, theft and wanton vandalism are examples of serious breaches of trust. In the first instance the child will be seen by the Headmaster or Head of Pre-Prep and the consequences of his/her action explained to the pupil and a plan effected to help him or her. A letter would go to the child's parents. If the problem persisted the child would again be seen, but this time with the parents present, and further avenues explored. It would be explained to all parties that future disregard for the school rules would result in suspension and ultimately expulsion. Within the EYFS additional areas of support are offered with all areas being explored e.g. play therapist

The Guidelines to Positives/ Rewards and Consequences /Sanctions in the classroom.

It must be emphasized that individual teachers are the first line in the rewards and sanctions system. Laid out below are certain rules that we have as classroom expectations

FORMING THE RULES

Behaviour the teacher requires in the classroom:

- 1) When the teacher is talking pupils should stop, look and listen
- 2) Hands up if you want to speak or say something and wait for the teacher to reply
- 3) Only one person to talk at once (listen to others first)
- 4) Look after the room you are in.
- 5) Speak quietly and clearly at discussion times

In the Pre-Prep and Early Years the children are exposed and encouraged to follow the Golden Rules (Appendix 1) which are displayed in each classroom and around the building, as well as being discussed regularly with the children in a variety of ways, such as circle times and assemblies.

POSITIVES AND REWARDS to reinforce the rules:

As individuals

- 1) Praise
- 2) Stickers
- 3) Class incentives such as 'marbles' and 'gold coins' (Pre-Prep and EYFS)
- 4) Head of Pre-Prep teachers award (Pre-Prep and EYFS)
Show HM's (Prep)
- 5) Points up (Prep)

As a class or group

- 1) Words of encouragement
- 2) Class Golden Time (Pre-Prep and EYFS)
- 3) In House meetings praise for Points up and House Colours (Prep)
- 4) Lower School and Middle School celebration assemblies and achievement badges
- 5) Celebration and Merit Assemblies (Pre-Prep and EYFS)

What counts as serious unacceptable behaviour

- 1) **Verbal** name calling, taunts, teasing,
- 2) **Emotional** Excluding from games, tormenting (e.g. hiding property and books) intimidation, gestures, exclusion
- 3) **Physical** Pushing, hitting, tripping, kicking, holding, or pulling.
(Please note that if a member of staff believes you are a danger to yourself or others through being over-physical then he or she may have to use restraint to prevent injury – see Restraint Policy)
- 4) **Blatant disregard** for behaviour guidelines
- 5) **Cyberbullying** (see separate policy)

PEER ON PEER ABUSE

Staff are aware that children are capable of abusing their peers and that peer on peer abuse can take different forms such as bullying (including cyber bullying), gender based violence / sexual assaults and sexting. There can also be different gender issues which can be prevalent when dealing with peer on peer abuse, for example

girls being sexually touched / assaulted or boys being subject to initiation type violence though staff should also be aware that such abuse can of course also be inflicted by either gender.

Staff are clear that abuse is abuse and as such must not be dismissed as “banter” or “part of growing up”. Allegations of peer on peer abuse will be dealt with in the same way as any other allegations of abuse and victims will be supported through the process. Please refer to Safeguarding Policy for further details.

POINTS UP (Prep School)

Points up can be given: 1 up for improved work and a high standard piece of work (75% and above), 2 up for a marked improvement (and a mark of over 90%), 3 up for exceptional improvement and a ‘show HM’ Points up should be totalled up regularly and transferred to ISAMS.

Please do not reward children with ‘sweets’. It undermines the system of HM shows and points up itself.

- This is added to by 1 or 2 up for helping, assisting others, kindness to others. Doing jobs voluntarily, demonstrating good manners, games, activities, clubs and any area that involves school.
- 5 up for the awarding of school colours for Academics, Sport, Drama or Art.
- 7 up for the awarding of a scholarship and Pinewood Colours.

In EYFS and Pre-Prep particularly good work and effort is recognised by the teacher and children go to see the Head of Pre- Prep for a very special sticker and handshake. Headteacher Awards are put onto ISAMS. Merit Awards are written into a book displayed in the main entrance to Pre-Prep, as well as printed in the weekly Pinewood Pigeon, as a way of celebrating children’s efforts and achievements with parents and children. Celebration assembly awards/stickers are presented to the children by the Head of Middle School and are also written into a book on display in the Pre-Prep entrance hall.

The teacher of any academic subject has the right to highlight particularly good work to the Headmaster by writing at the foot of the work "Show to HM." This is then taken by the pupil to the Head usually at the beginning of Rest. The Head then notes the progress and after three pieces of work are brought, a small prize is given to the pupil.

SANCTIONS

The School rejects the use of corporal punishment.

POINTS DOWN

Guidelines to Points down system

Points down to be awarded on a sliding scale.

- 1 = Leave book behind, no hymn book , untidy changing area or locker, bad table manners, no equipment for a lesson, silliness in class, late for class, incorrect shoes, untidiness, taking food from the dining room and failure to produce a prep
- 2 = anti-social behaviour (such as spitting, uncouth shouting, teasing), rudeness, hitting someone,
- 3 = Vandalism, fighting, wilful disobedience, verbal, physical and cyber bullying and serious swearing

If a child gets 3 points down in a week he/she will have a detention from 1730-1830 on a weekday evening supervised by the Deputy Head or relevant Head of School. 5 or more points down can mean a Headmaster’s

detention on a Wednesday or Saturday afternoon, which takes precedence over a school match. 6 points down over any four-week period will result in the child being put on a 'report card' where behaviour is monitored from session to session.

Take care with pupils with special needs (see Equal Opportunities Policy) and when not to give points down. Be sensitive and use compassion.

1, 2 and 3 points down are recorded in the points down section of ISAMS. Please could staff put as much detail as possible about the offence in the comments box and initial it.

The weekly quota for Points down operate from Saturday morning to 5 p.m. Fridays

CAG will fill in detention books (Yellow-Weekday Detention and Green- Headmaster's Detention and keep the records and these will also be logged onto the pupils records which are kept on ISAMS. Parents will be kept informed by the relevant Head of School.

Records of poor or inappropriate behaviour are kept in Incident Book as a means of evaluating the effectiveness of the approach adopted or to enable patterns to be identified. (The Incident Book is kept in the Deputy Head's Pigeon hole and the information will also be entered into ISAMS, the School's Data Management System). The Heads of School will regularly monitor the Incident Book and any incidents of a bullying nature will be transferred to the Bullying Log (which is kept in the Deputy Head's office). All these entries will also be kept on ISAMS.

In Pre-Prep and EYFS class teachers will discuss inappropriate behaviour with a child to ascertain whether they understand that their actions are unkind, dangerous etc and whether they understand the consequences of what they have said or done. Class teachers may choose for a child to lose a 'marble'/'gold coin' for example but with the hope that the child earns back the reward by the end of the day. If the inappropriate behaviour becomes a regular occurrence then support will be given from the Head or Deputy of Pre-Prep in order that the child understands that their actions are not acceptable. Support will also be given through class circle times and supportive monitoring, such as sticker charts. If a child has a behaviour issue which parents are to be notified then this will be logged in the 'Incident and Behaviour Issues (inc Bullying) Log Book, which is kept in the Deputy Head of Pre-Prep Pigeon hole. This will also be put into ISAMS.

A range of communication methods exist throughout the school, e.g. home book (EYFS, Pre-Prep, Lower School) to facilitate and promote best practice for behaviour and discipline to allow parents and the school to work together in partnership.

EXCLUSIONS

(SEE ALSO 'PARENT CONTRACT' – PREP)

For major incidents the Headmaster would normally speak to the child and inform parents by letter of the problem and action taken. A second offence would entail the child and parents together seeing the Headmaster and could result in suspension. A third transgression may reluctantly mean we consider whether this is the right school for the pupil concerned.

Arrangements for searching of pupils and their possessions.

Should a child be suspected of bringing an item(s) to school that threatens the health and safety of others within the school community, then the school reserves the right to search that pupil and carry out a locker

search or, in the case of boarders, the bed space of a boarding pupil and also request that a lockable ‘tuck box’ is opened. A pupil search **must** be conducted in private by a ‘same sex’ adult, witnessed by another ‘same sex’ adult and also by a friend of the child.

This Policy also references the Equality Act 2010, the Education Act 2011, the Education and Inspections Act 2006, Screening, searching and confiscation – Advice for head teachers, staff and governing bodies 2014

Reviewed October 2018
Reviewed by Colin Acheson-Gray, Deputy Head
Next Review Date: October 2019

CODE OF CONDUCT AND SCHOOL RULES

A Prep School Policy

This code of behaviour has been based around the values that Pinewood aims to promote. Our two guiding principles are: treat others as you would wish them to treat you, and, any lapse of common sense, decency or good manners will be counter to the expectations we have of you here at Pinewood

Children at Pinewood are:	How we make that happen:
Independent	<p>Be responsible for our organisation</p> <ul style="list-style-type: none"> • hand in preps on time • bring the correct equipment to lessons • arrive at lessons on time <p>Be responsible for our appearance</p> <ul style="list-style-type: none"> • hair styles must be of a sensible nature and hair should be tied back if longer than shoulder length.
Kind, considerate, respectful and tolerant.	<p>Keep to the agreement made in the Pinewood Friendship Promise (Lower School) or The Anti-Bullying Charter (Middle and Upper School)</p> <p>Be respectful of our learning environment and school resources</p> <ul style="list-style-type: none"> • Only use things with permission • Put away anything that we have used • Reduce, re-use, re-cycle! <p>Be respectful of all adults</p> <p>Be respectful of other children's belongings, culture and beliefs</p> <p>Be considerate of others learning around us</p> <p>Listen to adults and to our peers</p>
Courteous and well-mannered	<p>Remember to use 'please and thank you'</p> <p>Be considerate when walking around school</p> <ul style="list-style-type: none"> • hold the door open for others • allow others to come through doorways first • offer to help people who are carrying heavy things • greet adults and keep eye contact <p>In the dining room:</p> <ul style="list-style-type: none"> • Talk in a low-level voice to people around us • Keep elbows off the table • Finish our mouthfuls before speaking or moving around the dining room • Use a knife and fork where appropriate • Try to eat everything on our plates to avoid waste
Happy, secure and safe	<p>Be calm and sensible and be sure to <u>walk</u> around school</p> <p>Stay away from the 'out of bounds' areas (see Appendix A)</p> <p>Play kindly, safely and sensibly.</p> <p>Use furniture properly – keep all four legs of our chairs on the floor</p> <p>Hand in all medicines to surgery, including cough sweets</p>

	Remember that some things are not allowed in school (See Appendix B) Tidy up after ourselves Listen to all instructions and follow them
Curious	Take responsibility for our own learning <ul style="list-style-type: none"> • Take on board our teachers' feedback • Try our hardest to improve Take advantage of opportunities Show enthusiasm in the classroom and beyond

Be honest if you have broken the Code and be prepared to accept the consequences.

Appendix A – Out of Bounds areas

- The swimming pool, until you are told that you can go in
- The drive from the staff car park to the lodge and the paddock to the left
- The staff car park
- The pond
- Any fence bordering the playing fields
- The grass bank by the Lady Chapel
- The bank between the Pre-Prep gardens and the drive
- The lane which runs down beside the school outside the back gate
- No one is to climb/walk on the terrace or the walls in front of the school
- Pre-Prep
- The woods above the swimming pool
- Little and Big Woods
- Roofs and fire-escapes
- Greenhouses, the shrubbery and the Estates Sheds

Appendix B – Items to leave at home

- Anything that poses a danger to others
- Sweets (apart from weekly boarders' tuck and for birthdays)
- Mobile phones
- Electrical games
- Any device that links to the internet.
- Jewellery, except a single plain stud in each ear.
- Money (Goods should not be traded at school)

Pinewood Pre-Prep and Nursery Golden Rules

Be honest

Be kind and gentle

Be helpful and polite

Work hard and do your best

Look after property and
share with others

Pre-Prep and Early Years Pupils' Code of Behaviour and School Rules

This code of behaviour has been based around the values that Pinewood aims to promote. Our two guiding principles are: treat others as you would wish them to treat you, and, any lapse of common sense, decency or good manners will be counter to the expectations we have of you here at Pinewood. In Pre-Prep and Early Years we follow the Golden Rules and the Jigsaw Charter (Lifeskills) which helps us to create rules which help us around school.

Children at Pinewood are:	How we make that happen:
Golden Rule Be Honest	<p>We always try to tell the truth and be honest with our friends and adults around us.</p> <ul style="list-style-type: none"> • We only make up stories in imaginative story time writing and lessons where we are asked to use our imaginations such as Drama. • We tell the truth if we have done something we shouldn't have even if we think we may be in trouble. The teachers will always be pleased that we have been honest straight away.
Golden Rule Be Kind and Gentle	<p>We like to be kind to each other with our voices and our actions.</p> <ul style="list-style-type: none"> • We have 'kind hands' which are helpful to others. • We have 'kind hands' which are gentle with others. • At playtimes we are kind and gentle with our friends and the equipment. • We are kind to the environment and put paper in the recycling bins in our classrooms. • We are kind and gentle in our outdoor areas to the plants and animals.
Golden Rule Be Helpful and Polite	<p>We like to always say 'please' and 'thank you' and help our friends and adults around the school.</p> <ul style="list-style-type: none"> • At snack-times we say please and thank you when we are given our drinks and snacks. • At lunchtimes we say please and thank you when we are offered more food or bread. • It is helpful and polite to put our knife and fork together on our plates when we have finished our main course. • When visitors are in Pre-Prep we like to stand to one side in any doorways so the visitors can go first. • We like to put our hand up in class when we have something to say and take turns when we answer. • We like to listen to others and even if we are excited to speak we try not to interrupt. • We say 'Good Morning' and give eye contact to the teachers when we come through the main doors.
Golden Rule Work Hard and Do Your Best	<p>We like to work hard all the time and try our best at everything, even if we need some extra help.</p> <ul style="list-style-type: none"> • We like to work towards becoming independent and unpack our own book bags in the morning and hang our coats and belongings up. • During carpet times we join in with our ideas and focus. In Early Years we like to say 'Hocus Pocus let's all Focus'. • In lessons we all try to concentrate on our activities and talk about our

	<p>learning.</p> <ul style="list-style-type: none"> • When we do our best we get stickers and rewards and sometimes we get a Headteacher's Award.
<p>Golden Rule Look After Property and Share With Others</p>	<p>We have colourful and exciting classrooms and Pre-Prep areas with lots of equipment for us all to use.</p> <ul style="list-style-type: none"> • We play carefully with the equipment and always share with others. • We look after our own belongings by hanging coats and bags on our pegs and leaving things tidily. • If we find something that belongs to someone else in our class we help them put it on their peg. • If we take hair slides and bobbles out of our hair we keep them safely in our drawers. • We always help tidy the classrooms and equipment on Top Field. • If somebody brings something in for 'Show and Tell' we may be able to touch it during 'Show and Tell' time in the classroom. • We walk around Pre-Prep as this is safe and helps us to look after all our displays and belongings.

In Pre-Prep and Early Years we have some extra rules which help us keep safe:

- Outside doors are only opened by adults even if we know who is trying to come in.
- Around Pre-Prep and on the way to Top Field, the Theatre or the Sports Hall we always walk and follow the teacher.
- If we are using any sharp tools such as scissors or trowels in the garden we listen to how we use them properly and are very careful with them.
- Before school and after school we stay on the pathways and the grass and stay away from climbing or standing on the walls. It is important that we stay near to whoever has picked us up or is dropping us off.
- When we walk over to the Dining Hall, Surgery or the Computer Suite we always follow our teachers safely across the road and through the school.
- If we are going for a 'class walk' or up to the garden we only go where the teacher has said
- Be responsible for our appearance - Hair styles must be of a sensible nature and hair should be tied back if longer than shoulder length.