



PINEWOOD

Est. 1875

VALUES AND BEHAVIOUR - REWARDS AND SANCTIONS

A Whole-school policy including EYFS

INTRODUCTION

The Aims

At Pinewood we are seeking to promote care and concern for each other in the community, demonstrating 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 predetermined 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, applicable both during the school day and with Borders after the academic day has ended. 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 emphasised 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 expected in the classroom, in line with the School values of **Curiosity, Perseverance** and **Respect**:

- 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) Celebration assemblies and achievement badges
- 6) 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) Celebration assemblies and achievement badges
- 5) Celebration and Merit Assemblies (Pre-Prep and EYFS)
- 6) Pinewood Pupil Council (Reception-Year 8) - encourages children to make decisions on school rules and routine and was instrumental in setting up the Code of Conduct and School Rules.

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 they may have to use restraint to prevent injury – see Restraint Policy)

There must also be no inappropriate physical contact between pupils. This includes kissing, holding hands, over-familiar hugging and the invasion of private space (bed areas) in the Boarding environment.

4) **Blatant disregard** for behaviour guidelines

5) **Cyberbullying** (see separate policy)

Allegations of child on child 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 the 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, 2 up for a marked improvement, 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 'show HMs' and Points Pp itself.

- This is added to by 1 or 2 up for helping, assisting others, and 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. Merit Award and Celebration Award winners are printed in the weekly Pinewood Pigeon, as a way of celebrating children's efforts and achievements with parents and children.

The teacher of any academic subject has the right to highlight particularly good work to the Headmaster by giving the pupil a "Show to HM." and putting this on ISAMS. The Head then notes the progress and after three Show HMs, a small prize is given to the pupil.

SANCTIONS

POINTS DOWN

Points Down to be awarded on a sliding scale.

-1 = Leave book behind, 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, failure to produce a prep, Chromebook misuse.

-2 = anti-social behaviour (such as spitting, uncouth shouting, teasing), rudeness.

-3 = Vandalism, fighting, wilful disobedience, verbal, physical and cyber bullying and serious swearing

If a child gets 3 points down in a week they will have a detention from 1730-1830 on a weekday evening supervised by the Deputy Head or relevant Head of School. 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.

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.

Bear in mind the learning needs and requirements of each individual, especially those who have additional and specific needs (see Equal Opportunities Policy) when following up on a behavioural issue.

The weekly quota for Points down operates from Monday morning to 6.30 p.m. Fridays

The Head of Section will note when the number of Points Down issued warrants a detention, which will be logged onto the pupil's records, which are kept on ISAMS. Parents will be kept informed by the relevant Head of School.

Records of poor or inappropriate behaviour are logged on CPOMS as a means of evaluating the effectiveness of the approach adopted or to enable patterns to be identified. The Heads of School will regularly receive updates and any incidents of a bullying nature will be immediately flagged on CPOMS.

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 of, then this will be logged on CPOMS (incl. Bullying).

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.

For Boarding sanctions and rewards please see the policy 'Boarding Principles and Practice'

FURTHER SANCTIONS

For major incidents the Headmaster would normally speak to the child and inform parents, either verbally or by letter, of the problem and action taken. Depending on the severity of the incident this may take the form of a formal warning, with a comment that any further actions of a serious nature would result in more severe sanctions. Such sanctions could include the possibility of suspension or, in cases of the most serious nature, permanent exclusion from the School. The School would always aim to avoid permanent exclusion wherever possible but retains the right to ask a child to leave should their behaviour be deemed serious enough for such a sanction to be imposed.

Repeated offences, or first-time offences deemed to be suitably serious in nature, will result in the child and parents meeting together with the Headmaster. In such cases internal (gating) and external suspensions will be considered, along with permanent exclusion, depending on the nature of the misbehaviour.

At all times in any disciplinary process, our priority is to achieve the desired outcome with a pupil. In general terms, the desired outcome is that a pupil will learn from the process so that the misbehaviour will not be repeated. The child(ren) will continue to receive our fullest support through this process.

Arrangements for searching of pupils and their possessions

A member of staff is able to search a child's outer clothing, pockets, possessions, bags or lockers for any item provided the pupil agrees. Pinewood reserves the right to make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for any prohibited items and any items identified in the school rules for which a search can be made, including items that are suspected to have been stolen.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

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 any lockable containers are 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.

For further clarification and guidance around the arrangements for searching of pupils and their possessions, refer to latest government advice: *Section 550ZA of the Education Act: Power of members of staff to search pupils for prohibited items: England & DfE Searching, Screening and Confiscation: Advice for schools, July 2022*)

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 2018.

Reviewed and Updated October 2024
Reviewed by Tim Knapp, Deputy Head
Next Review Date: October 2025



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PUPIL CODE OF CONDUCT AND SCHOOL RULES

A Prep School Policy

This code of behaviour has been based around Pinewood’s core values of **Curiosity, Perseverance** and **Respect**. Our two guiding principles are:

- **Treat and respect others as you would wish them to treat and respect you**
- **Any lapse of common sense, decency or good manners will be counter to the expectations we have of Pupils here at Pinewood, both Day and Boarding.**

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 ● take pride in your respective areas of school, keeping your locker and changing-room kit area tidy ● take responsibility for your match day commitments ● know when your music practices, lessons and ensembles are ● bring the correct equipment to lessons ● arrive at lessons on time <p>Be responsible and proud of 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. ● clean and tidy uniform/games kit should be worn at all times
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 <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> <p>Be conscious of interactions with others, to include not being over familiar through physical contact (holding hands, hugging etc.)</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 ● stand when the Headmaster brings a visitor into the classroom ● 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 ● Clear up after you have finished your meal ● Appreciate the efforts of the domestic staff
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> <p>Remember that some things are not allowed in school (See Appendix B)</p> <p>Tidy up after ourselves</p> <p>Listen to all instructions and follow them</p>
Curious	<p>Take responsibility for our own learning</p> <ul style="list-style-type: none"> ● Take on board our teachers' feedback ● Try our hardest to improve <p>Take advantage of opportunities</p> <p>Show enthusiasm in the classroom and beyond</p>
Environmentally aware	<ul style="list-style-type: none"> ● Reduce, re-use, re-cycle! ● Try to eat all the food you take to avoid waste ● Always pick up litter ● Respect and enjoy Pinewood's natural environment

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
- Roofs and fire-escapes

- Greenhouses, the shrubbery and the Estates Sheds

Appendix B – Items prohibited at school

- 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

Reviewed: October 2024
Reviewed by Tim Knapp, Deputy Head, and Heads of Section
Next Review Date: October 2025



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Pre-Prep Values and Behaviour Policy

At Pinewood it is our aim to develop the whole child: it is not just about achieving your academic potential, it is also about developing self awareness, emotional intelligence and strength of character. There are many virtues we wish to instil in the children as they grow and develop their own personality and character, but there is one school value we wish to celebrate and foster above all others in the Pre-Prep: **Kindness**.

With three main elements - kindness to yourself, kindness to others and kindness to your surroundings - we feel that this single core value will bring out the best in the children and create a safe, harmonious and joyful culture within the Pre-Prep. This overarching value is something that is discussed regularly with the children, understanding what it means to be kind and celebrating it. We have introduced our Kindness Cafe, to celebrate children who are always making kind choices, and each classroom has a Kindness Tree, with specific acts of kindness celebrated by being written on a leaf and added to the tree.

Alongside our core value of Kindness, we have developed a behaviour policy to ensure clarity and consistency of expectations, as research and firsthand evidence shows this to be paramount to achieve the best learning environment within a school setting. The children are aware of this and know we will always be aiming to celebrate the positive first and foremost, but that we also have clear and fair expectations of them as well.

Reviewed: October 2024

Reviewed by Tim Knapp, Deputy Head, and Jason Lang, Head of Pre-Prep

Next Review Date: October 2025



Pre-Prep Values and Behaviour Rewards and Expectations

At Pinewood, our core value is...

KINDNESS

- Kindness to others
- Kindness to your surroundings
- Kindness to yourself

Celebrating the positive and having consistent expectations at all times

Recognition & Rewards

- Positive praise & stickers - publicly
- Marbles (Y2) / Pom Poms (Y1)
- Kindness Tree
- Kindness Cafe
- Head of Pre-Prep/Deputy's Award
- Merit Assembly
- Celebration Assembly
- Verbal feedback to parents

Visible Consistencies From All Adults

- Daily meet and greet to start the day
- Persistently catching children doing the right thing
- Always listen - all children's voices matter
- Pick up on those who fall below expectations - in all situations and from any class
- Have restorative conversations
- Always relate conversations back to our core value: kindness

Expectations and Stepped Consequences⁺

1. **Redirect** - 'Nudge' towards expected behaviour (e.g. a look, modelling, praise of others etc)
2. **Verbal Reminder** - Relate back to 'Kindness' and the expectations
3. **Warning** - Clear verbal warning of the expectations not being met and the consequences (ideally privately)
4. **Time Away** - Moved to work in another space within the classroom or a different classroom as necessary
5. **Missed Break / Head(Deputy) of PP** - Repeatedly falling below expectations will result in missed break time and a conversation with the Head/Deputy
 - *At this point, either the Class Teacher or Head/Deputy will speak to parents*
6. **Follow Up** - Always needed after steps 4 or 5. Restorative Conversation, either with Class Teacher or Head/Deputy. Can be brief or more formal, but will always happen to reaffirm the expectations moving forward and look ahead positively

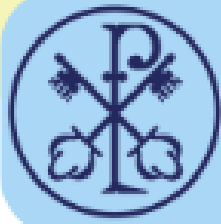


Serious behaviour may supersede the Stepped Consequences above: e.g. intentional harm to others, serious challenge to safety, authority or learning, deliberate damage to property

The Stepped Consequences may be adapted for age, specific needs or individual circumstances

Restorative Conversations

- What happened? What were you thinking and feeling at the time?
How are you feeling about it now? Who has been affected? How do you think they feel?
What needs to happen to put things right?
How can we do things differently next time? How can we help you?

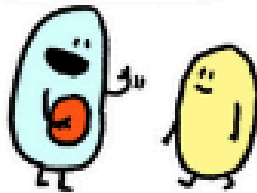


At Pinewood, our core value is...

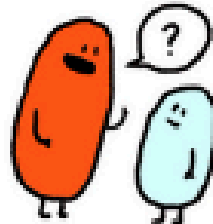
KINDNESS

You can show kindness by....

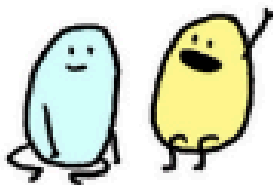
Invite
someone to
play with you



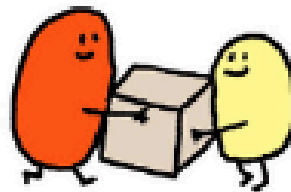
Ask someone
how they are



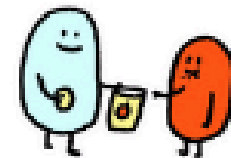
Let someone
else go first



Offer
your help



Share something
with someone



Images by Elise Gravel

This means...

- Kindness to others
- Kindness to your surroundings
- Kindness to yourself

...and many more ways too!

We will
celebrate
your
kindness
by...

Telling
your
parents

Praise &
Stickers

Kindness
Tree

Kindness
Cafe

Merit
Assembly

Head of Pre-
Prep/Deputy
Awards

Pom
Poms (Y1)

Marbles
(Y2)

Celebration
Assembly