

## **Behaviour, Rewards and Sanctions Policy**

**Applies to the whole school, including EYFS.**

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*Approved by Head: September 2023*

*Next review: Autumn 2024*

Please read in conjunction with the following related policies and guidance:

- Safeguarding and Child Protection Policy
- GDST Safeguarding procedures
- Anti-Bullying Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST Drugs, Alcohol and Tobacco Policy
- Dept of Education: Searching, Screening and Confiscation:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

### **Statement of Behaviour Principles**

At Oxford High School we encourage all our students to go beyond.

Educationally, every pupil is inspired to break through their own perceived limits and thrive at all levels. Pastorally, every pupil is supported with a net to catch them and raise them up to face their challenges with spirit, integrity and courage.

Every pupil will have the spirit and strength to say yes to co-curricular opportunities, to fail with grace and rise with tenacity.

Because these are all young people who will change the world for the better.

To achieve the above, good behaviour in all aspects of school life is necessary. The students are expected to mirror the aims of the school in their behaviour at all times, both when in school and when acting as ambassadors for the school. As a school community we aim to be:

- Curious - We love to learn. We are adventurers and explorers. We believe an inquisitive mind leads to a happy mind. We ask why and are not afraid to make mistakes.
- Supportive - We are approachable, inclusive and open-minded. We are kind, caring and loyal. We value and foster equality, diversity and empathy. We strive for and value personal achievement and team success. We believe that every pupil will reach their full potential, in a safe, relaxed and nurturing environment.
- Progressive - We look to the future and challenge ourselves to reach our full potential. We work hard and are determined and resilient to reach our goals. We are imaginative, experimental and value originality. We make a difference
- Down-to-Earth - We are practical, confident and grounded. We are responsible and respectful

of others and the world around us. We develop character with integrity and humility

- Sparky - We are lively and high-spirited. We believe having fun is essential for life-long learning and wellbeing

Thus, the expectation is that the pupils display respect, kindness and understanding to all, as well as demonstrating and continually working hard to cultivate a spirit of service to the school and to the wider community. All members of the school community are asked to use language that is respectful of and kind toward others and that does not perpetuate stereotypes or offend others. The Behaviour, Rewards and Sanctions Policy supports and promotes these aims in many ways as we encourage the students to be active and positive members of our school community.

The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. We promote good behaviour by example and by emphasising rewards rather than sanctions, ensuring both are well understood and seen to be fair. Oxford High School endeavours to help each girl feel secure by treating her as an individual - providing opportunities to build her confidence, develop self-esteem and the feeling of success. Behaviour is never somebody else's responsibility, it is all of ours.

## **Introduction**

Oxford High School endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility

## **Policy Aims**

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

## **Roles and Responsibilities**

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens fairly and consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is the Deputy Head Pastoral in the Senior School, and the Head of Pastoral Care in the Preparatory School.

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching

- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/needs of the pupil
- Work in partnership with parents and guardians

### **Expectations**

The following principles should underpin all our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile

These principles are consistent with the **Oxford High School Code of Behaviour**.

#### Respect Myself

Be kind to myself.

Do my best.

Appreciate I am unique.

Be smart.

Be ready to learn – equipped.

Be on time.

Appreciate your body and treat it kindly.

Be proud of who I am.

#### Respect Others

Be kind to others - we don't know everyone's struggle.

Be respectful to the views and opinions of others.

Phones locked away during the day (Y7 – 10). Year11 have the privilege of using mobile phones in Y11 zones during afternoon break.

Be curious.

Be inclusive to others - invite them in.

Be punctual so lessons start on time - please make sure to collect equipment from your locker during before school or at break/lunch so that you don't interrupt a lesson taking place in your form room.

Get the homework done; if you need an extension, email your teacher ahead of time.

Follow instructions given to you.

#### Respect the Environment

Others use the same areas you do; make sure they are ready for them.

Be careful of displays – staff and students spend a lot of time on these.

Dispose of rubbish appropriately.

Treat your possessions and those of others with care.

Represent your school with pride anywhere and everywhere.

Make the school a friendly, inviting and well-ordered place.

It is the school's expectation that everybody should at all times:-

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind

- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the Online Safety Policy, Acceptable Use Agreements, and Anti Bullying Policy

### **Behaviour in lessons**

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

Our classroom expectations are detailed in the student planner.

### **Uniform, behaviour around the building and out of lessons**

Pupils are expected to behave in a manner which demonstrates respect of themselves, others and the environment. This applies to use of language, to the way in which they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils home to change.

The full school uniform list can be found in the student planner and on the website.

### **Behaviour outside the School and Online**

Pupils who breach the school's Behaviour, Rewards and Sanctions Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside school hours, and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another person, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

### **Positive reinforcement and rewards**

All staff at OHS have a responsibility to encourage students to adopt the highest standards of behaviour and moral principles, and to embrace the ethos of the school. Positive relationships, courtesy and a secure learning environment all play a significant part in student development.

Our reward structures for the Prep School is detailed in Appendix A (EYFS and KS1) and Appendix B (KS2) and our rewards structure for the Senior School is detailed in Appendix C of this policy.

Via our rewards structure, the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

### **Disciplinary sanctions**

The overarching principle of our Behaviour, Rewards, and Sanctions system centres on how rewards can, and should, be used to positively reinforce appropriate student attitudes and behaviours. Effective implementation of the rewards system helps to celebrate the individual talents of our students and recognise their achievements in an explicit way. By rewarding positive behaviour, we seek to limit the need to use sanctions to target negative behaviour.

If a student behaves in a disrespectful way or there are academic concerns about a child's work the school sanction structure should be followed to ensure that all students are treated fairly. **Every stage of the sanction must be accompanied by a conversation as it is the conversations that change behaviour rather than the sanction itself.** It is expected that a warning should be sufficient in most cases. For academic concerns or lateness, staff will always be sensitive to the age of the child, where they are in their school journey, and any extenuating circumstances.

Dependent on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. In determining if a sanction is **reasonable** in all the circumstances, staff should take into account whether it is proportionate in the circumstances, the pupil's age, any SEN or disability the pupil has, any religious requirements affecting the pupil, and the safety of the pupil (e.g. travel arrangements if sanction is out of hours).

The range of sanctions will include:

- Telling off and correction
- Verbal warning accompanied by a clear statement of what acceptable behaviour would be
- Referral to other staff e.g. staff member in charge of a subject, Head of Year, Senior Staff
- Loss of break times
- Catching up on missed work
- Attending compulsory academic help sessions
- Repeating work to the required standard
- Level 2 detention (20 minutes at lunch time)
- Level 3 detention (30 minutes at lunch time)
- After-school detention (1 hour)
- Removal from the lesson for continued disrespectful behaviour
- letter to parents (e.g. for incorrect uniform, persistent lateness to school, unsatisfactory submission of homework and unsatisfactory behaviour)
- being put 'on report' (e.g. for persistent lateness to lessons or disruptive behaviour in lessons). This is a means of close monitoring of behaviour in order to try to improve it and parents will be informed.
- Setting improvement targets
- A student being asked to stay away from school if there are concerns about their ability to comply with necessary safety measures, in order to protect them, their family and the school community. (In line with Clause 15(b) of the Parent Contract). A student may also be asked to stay away from

school if the school feels they are a danger to themselves or others (including putting other students in emotional danger).

- In line with the GDST Exclusions Policy, fixed term and permanent exclusion, any student found in possession of illegal substances while in the care of the school will be permanently excluded and the Police notified. Any student found in possession of tobacco or alcohol while in the care of the school will be dealt with by the Head and may face suspension

This list is not intended to be exhaustive but serves as illustration of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded on CPOMS. A log is kept of all disciplinary incidents on the safeguarding RAG.

Following a sanction, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations. These might include:

- A targeted discussion with the pupil
- A phone call with parents
- A 'case conference' with relevant staff – tutor, Head of Year, SENCO, DSL etc.
- Pastoral support (see below)

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy and Safeguarding Procedures.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

The school recognizes that some children may adopt challenging, abusive or disruptive behavior as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate.

Our sanction structures for The Prep School is detailed in Appendix A (EYFS and KS1) and Appendix B (KS2) and our rewards structure is for the Senior School is detailed in Appendix C of this policy.

## **Detentions**

Level 2 detentions are recorded on the rewards and sanctions log. Parents are not informed of Level 2 detentions as this sanction is for a one-off low-level offence. Parents are informed of Level 3 detentions by the Head of Year (either by phone or email). Parents are informed of the Level 4 SLT detentions either by the Head of Year or a member of SLT. Level 2 or Level 3 detentions may be imposed on the same day. 24 hours' notice is given for Level 4 detentions. All members of staff, including support staff, can impose Level 2 detentions. Level 3 detentions are imposed by Head of Year or SLT. Compulsory Academic Help sessions can be imposed by a subject teacher, Head of Department, Head of Year or SLT.

## **Removal from the classroom**

Removal from the classroom is a serious sanction which will be only used when absolutely necessary as a response to serious misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom. If a pupil is removed, they will be asked to work on a table in the SLT corridor, supervised by a member of SLT or the EA to the Head. They will be given either hard copy work to complete or set a task on the Google Classroom. A member of SLT will determine how long the pupil

remains in removal and will be subject to the offence. A restorative conversation is usually required with the member of staff whose lesson they were removed from before they can re-join the lessons.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Removal should also be distinguished from the use of separation spaces (for example, the Health Centre) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

### **Serious behavioural concerns**

In cases of serious behavioural concerns, the school reserves the right to bypass the early stages of the sanction structure (details in appendix A, B and C of this policy). Serious breaches of the school rules will result in a formal Disciplinary Meeting being held. The pupil, parents and senior staff will attend and details of the breach will be discussed. This may result in the imposition of a sanction, which could include a community service task, internal suspension, external suspension or, in very exceptional cases, permanent exclusion. (Details about the procedures surrounding exclusions can be found in the GDST Exclusion Policy)

### **Managing Behaviour in EYFS**

Oxford High School EYFS is responsible for managing children's behaviour in an appropriate way.

Oxford High School EYFS would not give corporal punishment to a child. Oxford high School EYFS takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working on the premises where care is provided.

Any early year's provider who fails to meet these requirements commits an offense. A person will not be taken to have used corporal punishment (and therefore will not have committed an offense) where physical intervention<sup>1</sup> was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Oxford High School EYFS keeps a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

Oxford High School EYFS would not threaten corporal punishment, and would not use or threaten any punishment which could adversely affect a child's well-being.

### **Corporal Punishment**

Corporal punishment is against the law and is never used or threatened at Oxford High School.

### **Pastoral Support Framework: Monitoring, support and intervention**

Through the pastoral and guidance systems the school has staff (tutors and Heads of Year) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which

gives rise to concern.

Pastoral teams also monitor and analyse attendance and behaviour data regularly by at individual, group and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

### **Pupils with SEND and additional needs**

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

Any necessary sanction will be considered in relation to a pupil's individual needs, and reasonable adjustments will be made where appropriate.

### **The use of reasonable force**

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

### **Screening, searching and confiscation**

The school acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

The Head, or any member of staff authorized by the Head, may search a pupil or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be used to commit and offence or to cause personal injury to, or damage to the property of, any other pupil or person

The list of items banned by the school is:

- E-cigarettes or vapes

This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances the police may be involved.

Any search for a prohibited [or banned] item will be recorded on CPOMS and parents will be informed.

As a general rule, school staff can seize any prohibited or banned item found as a result of a search,



and any item however found which they consider to pose a risk to staff or pupils or to be evidence in relation to an offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

### **Malicious accusations against school staff**

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

### **Staff Support and Development**

Staff are supported in their implementation of the Behaviour, Rewards and Sanctions Policy through the guidance and leadership of the Deputy Head Pastoral and other pastoral staff, regular pastoral meetings and periodic staff training. The Behaviour Rewards and Sanctions Policy is made available to all staff as part of their induction.

### **Pupil Transition**

At the start of the academic year, the Behaviour, Rewards and Sanctions structure is explained to all students via whole school assembly, HoY assembly and tutor time. When a student joins part way through a year their Head of Year and/or Form Tutor/Class Teacher explains the Behaviour, Rewards and Sanctions structure to them.

### **Partnership with Parents**

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore

seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

### **Related Policies**

This policy operates in conjunction with:

- GDST and School Safeguarding and Child Protection Policy
- GDST Safeguarding procedures
- Oxford High School Anti-Bullying Policy

- Oxford High School Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST Drugs, Alcohol and Tobacco Policy

#### Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (July 2022)
- Keeping Children Safe in Education (September 2023)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- Use of reasonable force; advice for head teachers, staff and governing bodies (July 2013)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)

#### **Monitoring, Evaluation and Review**

The Deputy Head Pastoral (Senior School) and the Head of Pastoral Care (Preparatory School) will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other sanctions such as detentions, and report to the Head.

## **Appendix A – Prep School EYFS and KS1 Rewards and Sanctions Structure**

### **Rewards**

At Oxford High Prep School, we take a positive approach to behaviour management.

Our Key Attribute framework is about celebrating personal development and rewarding the children when they display personality and behavioural characteristics that are representative of our school values and the type of person we want an Oxford High Prep School pupil to become.

The six attributes that we promote and celebrate are:

#### **KINDNESS, RESILIENCE, CREATIVITY, RESPECT, COURAGE and RESPONSIBILITY.**

This values-based rewards system should be individual and aspirational. It is not about rewarding the type of behaviour and actions we expect as standard on a daily basis e.g. saying thank you, holding a door open, having the correct equipment etc.

Each attribute is characterised by an animal to help the children remember.

Kindness:	The Kind Koala
Resilience:	The Bounce-Back Bunny
Creativity:	The Creative Cat
Respect:	The Respectful Robin
Courage:	The Brave Butterfly
Responsibility:	The Responsible Reindeer

The key attributes form part of the wider rewards system. Other types of reward include house points, Heads awards and the Future Ready Programme.

<b>Award</b>	<b>Examples</b>
Key Attribute Points	Individual displays of any of the six key attributes (academic/class work can be incorporated if appropriate)
House Points	Group or class achievements Academic/class work Meeting expectations day to day Good behaviour Official House competitions Other
Heads Award	Excellent individual work Personal achievement Exceptional one-off act
Future Ready Programme	A celebration of childhood. Can be personalised and tailored to individual interests and strengths. Children work through progressive levels and complete a series of age-

	<p>appropriate tasks, working towards the achievement of badges.</p> <p>The tasks are varied and wide ranging, spanning academia, sustainability, life skills and personal development.</p> <p>To be completed at home.</p>
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### Key Attributes

- In the Pre-Prep, there is a focus on one key attribute per half term. There is an assembly to launch the attribute and what it means. Teachers then hand out stickers to any children they witness displaying that attribute.
- At the end of each week, class teachers nominate their favourite act to be written up on the key attribute board beside a photo of the pupil.
- At the end of each week, the Head of Pastoral Care will choose two winners from the board and those two pupils will take the attribute cuddly toy home for the weekend.

### House Points

- Points are recorded on class whiteboards. Any member of staff can award a house point and the pupils are responsible for recording them.
- Class teachers count the totals each week and the Head of Pastoral Care then inputs the numbers into the House Points Google Sheet. Live running totals are displayed on screens around the Prep and Pre-Prep Schools.
- At the end of each term, pupils in the winning house have a 'home clothes day' and a cupcake.

### Heads Award

- Any member of staff can nominate a pupil for a Head's Award.
- Certificates are signed by the Head and sent home by mail/email.

### Future Ready Programme

- Each year group has a set task list to work through. Evidence of completed tasks must be submitted to the class teacher by email, google classroom or in hard copy. Teachers will then sign off the evidence on the whole school FRP recording spreadsheet.
- At the end of the academic year, Reception pupils will be presented with a yellow sunflower badge if they have participated.
- In years 1 and 2, if pupils complete 30 tasks, they will be awarded with a bronze bar. If they complete a further 30 tasks, they will be awarded with a bronze sunflower.

## Sanctions

The sanctions policy at Oxford High Prep School is underpinned by the principles of equality and respect.

It is understood that most poor conduct will be of a low-level nature but that it may become frequent enough to affect the pupil or other pupils' ability to engage fully with the learning. For this reason, the Preparatory School will follow the following procedures to address infractions.

Serious behavioural incidents, including physical behaviour or bullying, will by-pass the low-level warnings system and be immediately referred to the Head or Deputy Head, in conjunction with the whole school Discipline and Behaviour for Learning Policy and Anti-bullying policy.

Each class teacher will keep a warning log. This log will contain a behaviour section only. Any infractions committed by a pupil will result in a verbal warning by a member of staff which will be recorded in the warning log. Three warnings will result in a time-out sanction. The timescale for receipt of warnings is daily for EYFS and weekly for KS1. At the beginning of each day/week, the class warning log will be cleared.

A whole school sanctions log will be kept, recording when children have received a sanction. This log will act as a record of sanctions across the academic year.

As the warning log for each class will be held by the class teacher, they will be made aware of any warning that has been given by another member of staff. This also gives the class teacher the opportunity to make another member of staff aware of any extenuating circumstances that may have led to the warning and in some cases may lead to the warning being revoked.

The procedures in relation to the specific infractions are as follows:

Behaviour	
<b>Minor/Low level disruption</b>  <i>Moving around the building inappropriately</i> <i>Persistently talking/Shouting out in class</i> <i>Rudeness</i> <i>Deliberately disobeying Instructions</i> <i>Remaining in cloakrooms or staying indoors without permission</i> <i>Other disruptive behaviours which stop others from learning</i>	<p>1<sup>st</sup> time: the pupil is reminded of the expected behaviour and informed that this constitutes their first warning which will be noted in the class warning log with the date.</p> <p>2<sup>nd</sup> time: the pupil is given a warning. If the staff member is aware that this is the second warning, then the pupil is reminded of the consequences of a third warning. When the staff member is not aware that a warning is already in the class log, it is incumbent on the class teacher to inform the pupil that they have received two warnings and of the consequences of a third.</p> <p>3<sup>rd</sup> time: the pupil receives a 10 minute 'time out'. For EYFS children this time out will happen immediately. For KS1 children the time out will occur at the next available break time.</p> <p>A member of SLT or the class teacher will supervise the time-out, during which the pupil will reflect on the infraction(s) and consider how this might be avoided in future and what other choices could be made.</p>

	<p>The class teacher will inform parents and make a record on CPOMS.</p> <p>If further warnings are received after the 'time-out', the pupil will be referred to the Head of Pastoral Care.</p> <p>If the pupil has three time-outs in any half term period, then parents will be called in for a meeting.</p>
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## **Appendix B – Prep School KS2 Rewards and Sanctions Structure**

### **Rewards**

At Oxford High Prep School, we take a positive approach to behaviour management.

Our Key Attribute framework is about celebrating personal development and rewarding the children when they display personality and behavioural characteristics that are representative of our school values and the type of person we want an Oxford High Prep School pupil to become.

The six attributes that we promote and celebrate are:

**KINDNESS, RESILIENCE, CREATIVITY, RESPECT, COURAGE, and RESPONSIBILITY.**

This values-based rewards system should be individual and aspirational. It is not about rewarding the type of behaviour and actions we expect as standard on a daily basis e.g. saying thank you, holding a door open, having the correct equipment etc.

Each attribute is characterised by an animal to help the children remember.

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The key attributes form part of the wider rewards system. Other types of reward include house points, Heads awards and the Future Ready Programme.

<b>Award</b>	<b>Examples</b>
Key Attribute Points	Individual displays of any of the six key attributes (academic/class work can be incorporated if appropriate)
House Points	Group or class achievements Academic/class work Meeting expectations day to day Good behaviour Official House competitions Other
Heads Award	Excellent individual work Personal achievement Exceptional one-off act
Future Ready Programme	A celebration of childhood. Can be personalised and tailored to individual interests and strengths.

	<p>Children work through progressive levels and complete a series of age-appropriate tasks, working towards the achievement of badges.</p> <p>The tasks are varied and wide ranging, spanning academia, sustainability, life skills and personal development.</p> <p>To be completed at home.</p>
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#### Key Attributes

- Pupils will have pages in their planner to record KA points. Any member of staff can give out KA points, but these must be recorded in the pupil planner by the teacher signing their initials.
- Awards are cumulative and when a child reaches 10 points for a particular attribute, they will receive a certificate during an assembly. At the end of the term, the total number of certificates that have been awarded will be converted into pounds and donated to the school charity.

#### House Points

- Y3/Y4 points are recorded on class whiteboards and the totals displayed on the classroom door at the end of each week. Y5/6 points are recorded in planners and the totals counted and displayed on the classroom door at the end of each week. Any member of staff can award a house point and the pupils are responsible for recording them.
- House captains collect the class totals each week and the Head of Pastoral Care then inputs the numbers into the Bardwell House Points Google Sheet. Live running totals are displayed on screens around the Prep School.
- At the end of each term, pupils in the winning house have a 'home clothes day' and a cupcake.

#### Heads Award

- Any member of staff can nominate a pupil for a Head's Award.
- Certificates are signed by the Head and sent home by mail/email.

#### Future Ready Programme

- Each year group has a set task list to work through. Evidence of completed tasks must be submitted to the class teacher by email, google classroom or in hard copy. Teachers will then sign off the evidence on the whole school FRP recording spreadsheet.
- In years 3 and 4, if pupils complete 30 tasks, they will be awarded with a silver bar. If they complete a further 30 tasks, they will be awarded with a silver sunflower.
- In years 5 and 6, if pupils complete 30 tasks, they will be awarded with a gold bar. If they complete a further 30 tasks, they will be awarded with a gold sunflower.



## Sanctions

The sanctions policy at Oxford High Prep School is underpinned by the principles of equality and respect.

It is understood that most poor conduct will be of a low-level nature but that it may become frequent enough to affect the pupil or other pupils' ability to engage fully with the learning. For this reason, the Preparatory School will follow the following procedures to address infractions.

Serious behavioural incidents, including physical behaviour or bullying, will by-pass the low-level warnings system and be immediately referred to the Head or Deputy Head, in conjunction with the whole school Discipline and Behaviour for Learning Policy and Anti-bullying policy.

Each class teacher will keep a class warning log. This warning log will contain four sections: behaviour, academic, dress/equipment and sport. Any infractions committed by a pupil will result in a verbal warning by a member of staff which will be recorded in the correct section of the warning log. The timescale for receipt of warnings is half termly. At the beginning of each half term the class sanctions log will be cleared. The result of three warnings will be the pupil being 'kept in' during a break time with a member of SLT. The purpose of this sanction is for the pupil, with support from the member of SLT, to reflect on what went wrong and consider behavioural or organisational changes to prevent it happening again.

A whole school sanctions log will be kept, recording when children have received a sanction. This log will act as a record of sanctions across the academic year.

As the warning log for each class will be held by the class teacher, they will be made aware of any warning that has been given by another member of staff. This also gives the class teacher the opportunity to make another member of staff aware of any extenuating circumstances that may have led to the warning and in some cases may lead to the warning being revoked.

The distinct sections in the sanctions log will preclude a pupil from immediately being 'kept in' for receiving three first warnings for behaviour, academic and dress.

The procedures in relation to the specific infractions are as follows:

Behaviour	
<b>Minor/Low level disruption</b>  <i>Persistently talking/Shouting out in class</i> <i>Persistently arriving late to lessons</i> <i>Rudeness</i> <i>Deliberately disobeying Instructions</i>	<p>1<sup>st</sup> time: the pupil is reminded of the expected behaviour and informed that this constitutes their first warning which will be noted in the class warning log with the date.</p> <p>2<sup>nd</sup> time: the pupil is given a warning. If the staff member is aware that this is the second warning, then the pupil is reminded of the consequences of a third warning. When the staff member is not aware that a warning is already in the class log, it is incumbent on the class teacher to inform the pupil that they have received two warnings and of the consequences of a third.</p> <p>3<sup>rd</sup> time: the pupil is 'kept in'. This will take place during a morning break in the week.</p>

<p><i>Remaining in cloakrooms or staying indoors without permission</i></p> <p><i>Other disruptive behaviours which stop others from learning</i></p>	<p>A member of SLT will supervise the pupil being 'kept in' during which she will reflect on the infraction(s) and consider how this might be avoided in future and what other choices could be made.</p> <p>The class teacher will notify the parents that the pupil was 'kept in' and the reasons for it. CPOMS will be updated.</p> <p>If the pupil receives further warnings after the 'keeping-in', they will be referred to the Deputy Head.</p> <p>If the pupil is 'kept in' three times in any half term period, then parents will be called in for a meeting.</p>
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Dress/equipment	
<p><i>Persistently arriving ill-equipped</i></p> <p><i>Uniform</i></p> <p><i>Clothing specific for an activity e.g. art or science</i></p>	<p>1<sup>st</sup> time: the pupil is reminded of the expectations and informed that this constitutes their first warning which will be noted in the class warning log with the date.</p> <p>2<sup>nd</sup> time: the pupil is given a warning. If the staff member is aware that this is the second warning, then the pupil is reminded of the consequences of a third warning. When the staff member is not aware that a warning is already in the class warning log, it is incumbent on the class teacher to inform the pupil that they have received two warnings and of the consequences of a third.</p> <p>3<sup>rd</sup> time: the pupil is 'kept in'. This will take place during a morning break in the week.</p> <p>A member of SLT will supervise the pupil being 'kept in' during which she will reflect on the infraction(s) and consider how this might be avoided in future and what other choices could be made.</p> <p>The class teacher will notify the parents that their daughter was 'kept in' and the reasons for it. CPOMS will be updated.</p> <p>If the pupil receives further warnings after the 'keeping-in', they will be referred to the Deputy Head.</p> <p>If the pupil is 'kept in' three times in any half term period, then parents will be called in for a meeting.</p>
<p><b><i>Specific to the Sports department</i></b></p> <p><i>Sports Kit essential to participation in the lesson (PE Team to monitor)</i></p>	<p>Because sports lessons occur once a week, should a pupil be missing an item of equipment that means they cannot participate in the lesson they will receive a warning. The second occurrence in any half term will result in being 'kept in'. Warnings only apply to the lesson in question</p>

	<p>i.e. a pupil may receive a warning for swimming and a warning for a games lesson but these will be independent of each other.</p> <p>The class teacher will notify the parents that their daughter was 'kept in' and the reasons for it. The CPOMS log will be updated.</p> <p>If the pupil receives further warnings after the 'keeping-in', they will be referred to the Deputy Head.</p> <p>If the pupil is 'kept in' three times in any half term period, then parents will be called in for a meeting.</p>
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Academic	
<i>Missed/incomplete/Insufficient/late classwork or homework</i>	<p>1<sup>st</sup> time: the pupil must submit the work the following day. They are informed that this constitutes their first warning which will be noted in the class warning log with the date.</p> <p>2<sup>nd</sup> time: the pupil must submit the work the following day. The pupil is given a warning. If the staff member is aware that this is the second warning, then the pupil is reminded of the consequences of a third warning. When the staff member is not aware that a warning is already in the class warning log, it is incumbent on the class teacher to inform the pupil that they have received two warnings and of the consequences of a third.</p> <p>3<sup>rd</sup> time: the pupil is 'kept in'. This will take place during a morning break in the week.</p> <p>A member of SLT will supervise the pupil being 'kept in' during which she will reflect on the infraction(s) and consider how this might be avoided in future and what other choices could be made.</p> <p>The class teacher will notify the parents that their daughter was 'kept in' and the reasons for it. CPOMS will be updated.</p> <p>If the pupil receives further warnings after the 'keeping-in', they will be referred to the Deputy Head.</p> <p>If the pupil is 'kept in' three times in any half term period, then parents will be called in for a meeting.</p>

## **Appendix C - Senior School Rewards and Sanctions Structure**

### **Rewards**

At OHS we want to reward the whole child and ensure that all students are celebrated. Academic achievement is just once part of our rewards policy as we firmly believe that helping children develop into kind individuals is one of the biggest responsibilities we hold as a school. We want to challenge perfectionism and help students understand that they are not expected to excel in everything all the time. Instead, we believe that the following key attributes are essential for students to flourish in the 'real world' and it is examples of these attributes that we seek to celebrate and reward during their time at school.

- Responsible
- Curious
- Courageous
- Respectful
- Resilient
- Collaborative

The overarching principle of our rewards system centres on how rewards can, and should, be used to positively reinforce appropriate student attitudes and behaviours. Effective implementation of the rewards system helps to celebrate the individual talents of our students and recognise their achievements in an explicit way. By rewarding positive behaviour, we seek to limit the need to use sanctions to target negative behaviour.

#### **Aims of rewards:**

- to celebrate ALL students at every opportunity whether academic, pastoral or co-curricular
- to give students and staff an understanding of the attributes we believe to be important at OHS
- to foster positive environments, which help to support high quality teaching and learning
- to promote responsible student behaviour
- to celebrate the House system and a spirit of healthy competition

We hope that by rewarding character as well as academic achievement we will be able to challenge perfectionist traits and allow our young people to really flourish during their time at school.

### **Senior School Rewards structure**

#### ***House Points(s) (Level 1)***

These should be used frequently to reward high levels of achievement, good effort, and positive actions that in day-to-day school life. House points can be awarded by any member of staff, and could have an academic, pastoral, or co-curricular focus. For example, if a student demonstrates any of our key attributes, they should be rewarded with house points.

Potential reasons for praise may include, but are not limited to:

#### Academic

- high achievement or effort on a piece of work – demonstrating responsibility for own learning
- independent academic endeavour and curiosity
- Working towards a target – demonstrating resilience
- acting courageously in the classroom and going out of their comfort zone
- working collaboratively and respectfully with others on a group task
- Respecting themselves, others, and the learning environment

#### Co-curricular

- collaboration and engagement with house activities
- balancing lots of co-curricular activities – demonstrating responsibility
- acts that demonstrate a sense of responsibility and respect to others and the community – for example, participating in sustainability initiatives
- trying a new house activity - demonstrating curiosity
- stepping up to something new when needed to by the house – showing courage
- showing resilience by persevering with a co-curricular activity even if it has been challenging

#### Pastoral

- collaboration and engagement with the form group – for example, during a group project
- acts of kindness that demonstrate a sense of responsibility and respect to others – for example, making a particular effort to welcome new students into the form/being a good buddy
- curiosity and going out of their comfort zone – eg. putting themselves forward for a position of responsibility
- personal resilience –for example, overcoming a difficult challenge
- demonstrating courage – for example, standing up for unkind behaviour and not being a bystander

House points should be logged on the praise concern log and should be celebrated by both Heads of Year and Heads of House. There is the option to award two house points should staff want to distinguish individual achievements at a higher level within this band.

#### *House Award (Level 2)*

These can be given for consistent high levels of achievement, consistent good effort, and consistent positive

actions that in day-to-day school life. Level 2 awards can be awarded by any member of staff, and could have an academic, pastoral or co-curricular focus. For example, if a student consistently demonstrates any of the behaviours identified at Level 1, they should be rewarded with a Level 2 award. A Level 2 award is worth 5 house points.

We recommend that Heads of Department, Heads of House and Heads of Year discuss students who are consistently receiving house points for positive behaviour during their regular meetings and award students with a Level 2 award using the praise/concern log. However, any member of staff can award a Level 2 if they notice a student consistently demonstrating behaviour we believe should be rewarded.

Level 2 awards are celebrated by Heads of Year and Heads of House during year group assemblies and house meetings.

### *Head's Congratulations Award (Level 3)*

This can be given for exceptional performance in any area: academic, pastoral or co-curricular. A member of staff wishing to award a Head's Congratulations should notify the Head's PA, and the individual students will be invited to meet the Head, receive the award and talk about their success.

Head's Congratulations should be recorded on praise/concern log, and the relevant House will receive 10 House points.

Potential reasons for the award of a Head's Congratulations include, but are not limited to:

- a one-off piece of work that is superb, brilliant or impressive – this may be a piece of work submitted internally or a piece of work submitted as part of an external competition.
- a term's work that has been consistently above and beyond, following a Level 2 award
- a significant co-curricular achievement in sport, music or drama (either inside or outside of school)
- Significant success in opportunities outside school such as competitions at regional or national level
- Leading an important school activity – for example pupil led conferences
- a significant commitment to a co-curricular activity – for example working hard to reach the Young Enterprise final
- Going above and beyond for someone else in our school community
- Achieving the highest number of house points in your year for your house

Level 3 awards are celebrated in the celebration assembly at the end of each half term.

A summary of the rewards each child has received will be sent home to parents at various points throughout the year.

### **Sanctions**

Verbal warning > Lunch time Detention/Lunch time Academic Support > Contact Home and HoY detention/Academic Support Plan > SLT Detention

#### *Level 1: Verbal Warning for disrespectful behaviour or academic concerns*

All staff are expected to respond directly to disrespectful behaviour or academic concerns. Staff will point out to the pupil the behaviour that is unacceptable, explain why it is so using the school behaviour code 'Respect for Self, Respect for Others, Respect for Environment', and the likely consequence if they choose to repeat it. This may also include more in-depth dialogue with pupils and non-verbal signals, if it is felt that they require further clarity as to which behaviour requires an improvement, particularly for younger pupils. For academic concerns, staff should be sensitive to the age of the pupil and whether there are any SEND

adjustments that need to be made. For academic concerns, the verbal warning should take place discreetly as this will allow the student to offer an explanation as to why their homework is late/why their work is below the expected standard.

Actions in this category include both disrespectful behaviour and academic concerns.

Disrespectful behaviours may include: distracting other pupils, talking over others, not having the appropriate equipment for a lesson, or responding rudely to a member of staff or another student.

It is also disrespectful to arrive late to lessons or form time. However, teachers should have conversations about lateness discreetly at the end of the lesson in case there is a sensitive reason why the student is late.

Academic concerns may include: missing or incomplete homework, not requesting help for a task the student hasn't understood, not completing tasks in the required level of detail in lesson.

Issued by: Any member of staff

Reported to: not recorded centrally (staff may want to keep their own record)

Escalation: Failure to heed a verbal warning will result in same day/next day detention or academic support club

*Level 2: detention for disrespectful behaviour or support session/meeting with subject teacher for academic concerns*

If a student fails to heed a verbal warning the member of staff should issue a detention for disrespectful behaviour. These take place daily at lunch time and take priority over clubs. All teaching staff contribute to the running of this detention and there is a rota system in place. The detention lasts 20 minutes (From 11:50am – 12:10pm) and the student should spend the time reflecting on their behaviour and writing an apology to the person they have disrespected.

For academic matters, such as not completing work in detail consistently, then they should be asked to attend a compulsory Department Help Session. These take place once a week at lunch time and take priority over clubs. Departments arrange their own rota for these sessions. Some departments may decide to have a one-to-one conversation with a student instead of a Department Help Session – this conversation may be with either the subject teacher or another subject specialist.

Issued by: Any member of staff (disrespectful behaviour)/subject teacher (academic concerns)

Reported to: detentions for disrespectful behaviour are reported to HoY via the praise/concern log. Compulsory attendance at Department Help Sessions are reported to HoD and HoY via the praise/concern log.

Staff on detention duty should check the praise/concern log so they know who to expect at the detention.

Escalation: If disrespectful behaviour continues or academic concerns continue then the tutor or subject teacher will contact home and arrange for a HoY detention and/or support plan.

Occasionally, staff members may find it necessary to ask a student to remove themselves from the classroom and to report to the SLT corridor. This may happen if disrespectful behaviour takes place following a verbal warning and the issuing of a Level 2 disrespectful behaviour detention. Force should not be used to remove a child from a classroom. This should be done as a last resort and parents should be informed on the same day. This is different to asking a child to step outside for a conversation with a member of staff.

Occasionally, staff members may find it necessary to ask a student to remove themselves from the classroom. This may happen if disrespectful behaviour takes place following a verbal warning and the issuing of a Level 2 disrespectful behaviour detention. Force should not be used to remove a child from a classroom.

*Level 3: HoY Detention for Disrespectful Behaviour and further investigation for academic concerns*

HoYs are responsible for monitoring disrespectful behaviour. If a student had more than one detention for disrespectful behaviour in a half term then parents will be contacted by the form tutor and the student will be required to attend a HoY detention at lunch time (30 minutes). 24 hours' notice must be given. Tutors should record the issuing of the HoY detention and the conversation with parents on CPOMS. During this detention, the HoY should speak to the student to help them devise a plan to prevent the same behaviour taking place in the future.

If academic concerns continue following an Academic Help Session or meeting with a subject specialist or concerns arise in more than one subject, an action plan should be generated. If there are concerns in more than one subject the Tutor or HoY should contact teachers and ask them to submit comments and actions on the praise/concern log. If subject specific, the teacher or HoD should liaise with HoY in order to put a subject specific support plan in place. The subject teacher should contact parents to discuss the support plan in this instance. If there are concerns in more than one subject the form tutor and HoY should arrange a meeting with the child and parents to develop an action plan.

Issued by: HoY/SLT

Reported to: Recorded on CPOMS

Escalation: SLT Detention/Formal Meeting with parents

*Level 4: SLT after school detention and formal meeting with parents*

If disrespectful behaviour continues following a HoY detention then this will be escalated to SLT. A formal meeting with parents will be arranged by the Deputy Head Pastoral and the student will be required to attend afterschool SLT detention.

If academic concerns continue or are in multiple subjects following a period of Academic Help, a formal meeting with the Deputy Head Academic will be arranged and the student will be required to attend afterschool SLT detention.

Issued by: HoY/HoD/SLT

Reported to: Recorded on CPOMS

Escalation: A conversation regarding the child's future at the school will be arranged by the Head.