GIGGLESWICK
SCHOOL

Prep School Behaviour (including Rewards and Sanctions) Policy

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1 INTRODUCTION

At the core of a happy school are happy and fulfilled pupils, who feel safe. We are committed to fostering respect, kindness, discipline, and a safe learning environment.

Our school values: Compassion, Curiosity, Commitment, Courage and Integrity are actively promoted. We expect our pupils to:

- Be honest and treat other pupils and staff with respect
- Try their best and not give up
- Take pride in their school and look after it and our environment
- Be kind and not use hurtful words or actions

Our Code of Conduct which provides a full list of school expectations is reviewed annually by our School Ambassadors, and links to our PSHE topic of 'Rights and Responsibilities'. This is shared with all pupils, parents and staff. Copies are located on our website and within each classroom as well as our Rewards and Sanctions procedures.

Our Behaviour Policy applies to the whole of Giggleswick Prep School, including the EYFS, as well as including After School Care on an age-appropriate basis and includes any occasion when pupils are supervised by school staff (see Prep School Child Collection and Out of School Policy, and Prep School Supervision Policy). The policy also applies to online behaviour of pupils including use of our school platforms.

The school's Code of Conduct and standards of behaviour also apply when a pupil is on a school trip; when a pupil is travelling to or from school; and when a pupil is in school uniform or identifiable as a pupil at the school. Accompanying staff will supervise and promote high standards of behaviour at all times. Any breach of a school rule in these circumstances will be treated seriously.

The school aims to encourage good behaviour through high expectations and a values-based ethos that fosters discipline and mutual respect between pupils and between staff and pupils. Every effort is made to encourage good behaviour and to ensure that all pupils are aware of the school's expectations with regard to general good conduct. Boundaries are made clear and our aim is to educate pupils to consider the consequences of their actions and the decisions and choices that they make and to encourage them to accept responsibility for their behaviour. There is a responsibility on all staff under KCSIE to provide a safe environment for pupils to learn.

The Head of the Prep School has overall responsibility for maintaining discipline within the school, but all staff have responsibility for the implementation of this policy. In the Head's absence, overall responsibility will be undertaken by the Deputy Head.

All staff observe a Code of Conduct that has been designed to protect the pupils and to safeguard the staff themselves against allegations of wrongdoing. This is raised in regular safeguarding training, through induction and in meetings (as is appropriate). All staff must model expected behaviour and manage behaviour of pupils consistently and fairly. Reasonable adjustments will be made for pupils with Special Educational Needs or Disabilities.

Effective and positive behaviour management is crucial to the success and quality of teaching and learning that takes place in any school.

At Giggleswick Prep School, we believe that the best strategy for promoting good behaviour management relates to a number of simple actions. By ensuring pupils are aware of these, we believe that we get the best from them, and to help them to understand and appreciate the importance of behaving as good citizens.

All pupils should therefore:

• Know who is in charge and who to go to at any particular point in the day

• Understand our Code of Conduct
• Be led to distinguish right from wrong and to be responsible for their own actions
• Seek fairness and consistency from all staff in the application of the rules
• Understand the rewards in place for meeting the rules and the sanctions in place for breaking the rules

Through our PSHE programme, curriculum and co-curricular activities children are encouraged to build resilience by identifying and assessing risk and adjusting their behaviour accordingly (see GPS PSHE Policy). We will ensure that all pupils have clear guidance and instruction at the start of term, and throughout the academic year, via assemblies, lessons, and tutor times, to ensure that they are aware of the expectations.

Positive behaviour is further promoted through our weekly Achievers' Assembly in which credits are tracked and certificates awarded, acknowledgments to those pupils who have displayed our school values, class rewards systems, and verbal praise. Online safety and appropriate/inappropriate behaviours are covered within the school's Computing curriculum delivered across all year groups, and events such as Safer Internet Day are supported.

The school's Anti-Bullying Policy, the Code of Conduct, the e-Safety User Agreement and this Behaviour Policy are included on the school website policies section, which is signposted in the Parents' Handbook. They are updated from time to time and at least annually. Parents are encouraged to read updates on the school's website via the school's weekly newsletter.

2 ROLES AND RESPONSIBILITIES

2.1 ROLE OF THE PREP SCHOOL SLT

The Head is responsible for setting down and maintaining the rewards and discipline sanctions system, in collaboration with the Senior Leadership and other members of staff. The Head liaises with staff, and parents whenever appropriate, to provide support to pupils whenever they encounter difficulties outside the academic sphere. The Head of the Prep School is responsible for maintaining checks on the iSAMS/CPOMS and monitoring behaviour. The Head collates credits (positives) through the school's Management Information System each week, and by collating staff responses for Values Awards, and is responsible for awarding certificates in Achiever's Assemblies. Credits are collated weekly by House for the school's House Competition with scores provided each week. Each term, pupils who have achieved the highest number of credits per House are celebrated collectively.

The Head of the Prep School is responsible for recording and monitoring incidents of bullying which is reported to the Headmaster, and as part of the annual report to governors (as per the Anti-bullying policy). Further evaluation as to the effectiveness of behaviour management and this policy will occur via staff and SLT meetings; as well as developments at Senior School level linked to strategic planning.

The Head of the Prep School is also responsible for overseeing formal sanctions including detentions, as well as serious sanctions such as suspensions or exclusions in liaison with the Headmaster (Senior School).

2.2 ROLE OF THE FORM TEACHER

The Form Tutor is at the forefront of promoting a positive community spirit. They have direct everyday contact with each pupil and are generally the first in line for offering support, a listening ear, a word of caution or congratulations. There is a daily registration time set aside in the mornings and a slot each week to help the Form Tutor to get to know each individual.

The more secure a pupil feels with their Form Tutor, the more likely they are to respond well to praise or reprimand, and to tell their Form Tutor of any concerns they may have. The Form Tutor will also provide the first point of contact with parents, working in partnership with them to help their child progress academically and socially. The Form Tutor will also deliver aspects of the school's Pastoral & Wellbeing Curriculum under the direction of the Head of the Prep School, Prep School Deputy Head PSHE teacher. The Form Tutor will also have oversight of pupil's rewards and sanctions records.

2.3 ROLE OF DUTY STAFF

Play times offer scope for possible difficulty, especially when pupils feel they have nothing to do. We are fortunate to have plenty of open space, including the adventure playground, but in addition soft balls/skipping ropes etc. are available for lunchtime playtime. Wet playtime resources are provided for pupils, and older pupils are encouraged to help younger ones to play happily. Two members of staff are on duty each break to monitor and support pupils. Indoor playtimes will take place in the child's classroom alongside their cohort, supervised by a member of staff per class.

2.4 ROLE OF THE PUPILS

All pupils are expected to follow our agreed Code of Conduct.

Our School Ambassadors and Pupil Leadership Team are bodies elected by the pupils. They will meet regularly and ask for ideas to improve behaviour and increase participation of pupils in building a caring and responsible school community, including charity fundraising work (through the School Council, pupils should feel they have a voice in the formulation of policy, and a forum to put forward ideas and concerns, most recently reviewing and updating the Rewards and Sanctions Policy). Ambassadors also act as 'Wellbeing Champions' during break times to offer help and assistance to other pupils.

All pupils in Year 6 are assigned a younger pupil in Reception/KS1 to 'buddy', including a weekly lunchtime together.

All pupils in Y3-6 complete PASS (Pupil Attitude to Self and School) Surveys during the year. Younger pupils will be regularly asked and have open discussions in form times.

Key Stage 2 pupils will review and update the school policy bi-annually as part of their PSHE topic of being an active citizen. Pupils in Year 2, 5 and 6 also complete biannually a "Growing up in North Yorkshire" (Health Related) survey which compares the school against other primary settings in the county, and allows us to undertake a needs analysis.

2.5 ROLE OF EXTERNAL AGENCIES

The school may also use external agencies such as the Police to help promote positive behaviour. In conjunction with the Learning Support Co-ordinator/SENCo and parents, and with assessment, it may be deemed necessary to refer pupils for further support, for example to the Speech and Language Therapist (SALT), Educational Psychologist, Child Psychologist etc. The school may work in conjunction with professional bodies/agencies in the creation of a Common Assessment Framework package (CAF) to help support the child and family.

2.6 ROLE OF PARENTS

The role of parents is crucial in helping schools develop and maintain good behaviour by supporting the school's approach and values. To support the school, parents will be

signposted to the school's behaviour policy through start of term letters and our Parents' Handbook.

Where a parent has a concern about management of behaviour, they should raise this directly with the Head of the Prep School.

The School will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, attending reviews of specific behaviour interventions that have been put in place to support their child.

3 PROMOTING POSITIVE BEHAVIOUR

Relationships between pupils and between pupils and staff at Giggleswick are founded in the mutual respect that is gained and developed in shared participation in the life of the community. The expectation of the conduct of staff and senior pupils is that they model good behaviour, such as politeness, courtesy, good manners and care for each other and for the environment. A pupil friendly version of the rewards and sanctions policy is also displayed in classrooms and explained to the children at the start of each academic year. Ways in which the school acknowledges and promotes positive behaviour are outlined below:

3.1 REWARDS SYSTEM

It is important to have in place a system of rewards which help promote a positive attitude to work and to citizenship. There are weekly Achievers' Assemblies where academic, citizenship/values, sporting, musical and other achievements are given recognition before the whole school. The Headmasters' Board will recognise pupils who have demonstrated the school's values each half-term.

Headmaster certificates for effort and recognition for good examples citizenship linked to our values. It may also include reading/performing/showing pieces of work to the rest of the school. Values badges are presented to pupils who have demonstrate all core values and have received certificates. Pupils who have been recognised for demonstrating 'Integrity' are entered into a prize draw which occurs at the end of each term.

The school regularly highlight individual and school achievements through the school newsletter and via social media. The school appoints positions of responsibility (some may have badges) in school for sport, School Council, Eco-Committee, Wellbeing Champions, Librarians, Music/Choir Captain, Pupil Leaders, Art Leaders House Captains. The school awards academic and non-academic Prizes (e.g. 'Busy Bee' Plate termly for pupil who demonstrates 'unsolicited helpfulness', and end of year trophies) to recognise pupil achievement, effort and progress.

Additional rewards that recognise positive behaviour include a weekly prize draw for pupils who have been noticed demonstrating 'random acts of kindness' and also a weekly 'Star of the Week' for which badge is awarded.

3.2 CREDITS

These are awarded by staff for any academic or co-curricular work which is considered worthy of reward, these are aligned to school valuesThese are recorded by teachers using the school's MIS (Management Information System). Credits can also be collated in home-school diaries and collated each week by form staff. Any child reaching 10 (Bronze Award), 25 (Silver Award), 50 (Gold Award), 100 credits (Diamond Award) during the term will be presented with a certificate in the 'Achievers' Assembly'. Credits also count towards the

overall House Competition, and towards a child's Giggleswick Award in Year 5 and 6 which is calculated termly.

3.3 INFORMAL REWARDS

Staff should do the following:

• Smile, use of verbal praise, show approval by saying something positive and encouraging or writing it on a book or piece of work (see Marking and Feedback Policy).

• Show children we trust them, i.e. give them a responsibility which they might be surprised at.

• Demonstrate that the children's contributions and opinions on a range of issues are important by seeking them out.

• Allow children to share achievements with others.

• Tell someone else (e.g. a colleague) about the child's achievement within the child's hearing or refer a pupil to a colleague.

• Ask colleagues to congratulate the child if they get the opportunity.

• Seek parents to surprise them with good news.

• Display and publish good work, including on noticeboards in and out of the classroom.

• Encourage children to praise each other.

• Mark work positively according to our Feedback and Marking Policy.
In order to support some pupils with their behaviour, the school may also:

- Use pastoral support systems, including time in the wellbeing hub with designated assistants.
- Develop behaviour plans or reports.
- Use of restorative practices where appropriate.

4 SANCTIONS

In accordance with the 'Behaviour and Discipline in Schools. Advice for headteachers and school staff – updated in February 2024, corporal punishment is illegal in all circumstances.

'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.' With particular regard to the protected characteristics set out in the Equality Act 2010 the school has a duty to consider making reasonable adjustments to any of these sanctions where a pupil has a special educational need or disability. These sanctions may also be adjusted to take account of a pupil's age and any other special circumstances.

The school adopts a graded approach to sanctions; however, we do also consider what is age appropriate. There are further sanctions for serious incidents such as physical aggression,

bullying and racism. The Prep School follows a whole school policy in terms of bullying, and also exclusions. A whole school approach is also followed in terms of the use of restrictive interventions for which there is a specific policy.

4.1 CLASS-BASED SANCTIONS

We try to balance our rewards with an agreed hierarchy of sanctions, although we try not to resort to sanctions too quickly. These sanctions are used in conjunction with a wide range of classroom management strategies and rewards. This should be applied alongside the Behaviour Policy which states in detail minor and serious misdemeanours.

When applying sanctions staff must:

• avoid sarcasm or other reprimands which a child might not understand;

• avoid punishments which are humiliating and degrading;

• avoid punishments of whole groups for activities of individuals;

• pick out ringleaders where appropriate.

At Reception and Key Stage 1:

The school follows a 'three colours/faces system' when imposing sanctions – See Appendix 1

At Key Stage 2:

The school follows a 'yellow card/red card system' when imposing sanctions.

Minor misdemeanours could include – shouting out, talking in lessons/not on task, poor work rate, disrespect to pupils or staff, being unkind etc.

In the first instance, give a clear verbal warning in order for the pupils rectify their behaviour and explain why their behaviour is wrong.

In the second instance, record on the yellow area of the board. A staff member may decide to remove the yellow card if the child makes a consistent effort to improve for the rest of the lesson, or completes a task during a break-time. However, if they remain on yellow it will be logged on the system for tracking.

If poor behaviour continues whilst a pupil is on a 'yellow card', this can be moved to a 'red card' which will result in a detention with the Head or Deputy Head that day.
'Yellow' and 'Red Cards' are monitored by staff using shared documents. A staff member who issues these cards MUST report to Senior Leadership at the end of the lesson using online systems (Teams), The Head of Prep School will oversee the number of cards awarded and take further action if needed.

'Red cards' will be recorded on iSAMS and parents will be informed using the Parent Portal. All 'Red cards' equate to a break or lunchtime detention. A 'Red card' can also be given to pupils for more serious misbehaviour or disrespect. This includes deliberately not following the school's procedures in relation to the use of mobile phones (i.e. not handing in their phone/device or using a phone/device during Prep School hours).

The accumulation of 3 'yellow' cards over a term will equate to a 'Red card'.

If a pupil accumulates 3 'red' cards over a year, this will equate to a 'Report card' and the Head of Prep will discuss this with parents.

If a pupil has already been sanctioned with 2 'Report cards' over a year, and is still not following our expectations, a Behaviour Contract will be created, following which a suspension will be given.

4.2 ADDITIONAL HIERARCY OF SANCTIONS – FOR CONTINUED OR EXCEPTIONAL MISDEMEANOURS

Introduction of **behaviour report cards** with agreed targets, to be monitored by form staff. (For persistent minor offences this may be introduced as a sanction much earlier in the hierarchy). This is logged in a sanctions folder in the school's MIS.

A behavioural contract is created and agreed between the school, parents and the pupil. This is logged in a sanctions folder in the school's MIS.

Internal half day/full day temporary exclusion following meeting with pupil and parents. This is logged in a sanctions folder in the school's MIS.

4.4 SUSPENSION

For serious indiscipline, such as a breach of a significant school rule, a pupil is liable to be suspended. This includes a serious physical altercation with another or causing injury, or a serious bullying incident.

This sanction can only be imposed by, and recorded by, the Headmaster after discussion with the pupil's Form Teacher.

The parents would be informed and, unless they lived abroad, would be invited to see the Headmaster, who would explain the situation to them. The Head (Senior School) will also be involved at this stage, and Senior House Staff (if required).

The period of suspension would normally be for a minimum of three days to a maximum of two weeks spent at the pupil's home, or the home of the pupil's guardian in the case of a pupil living abroad.

A pupil who has been suspended might well receive a warning that a further serious breach of discipline would lead to a permanent exclusion. Before returning to school the pupil and parents meet with the Headmaster.

There may be occasions when the Headmaster feels that internal suspension is the most appropriate punishment. When a pupil is on Internal Suspension they must attend lessons, games, meals, Assemblies and Tutor Periods. They will remain will staff at Breaktime, Lunchtime or other free times. They may not be allowed to attend trips or represent their House or School in team events.

4.5 PERMENENT EXCLUSION

The ultimate sanction is permanent exclusion from the school. This might be after several serious breaches of discipline or after only one if it were deemed to be extremely serious. This sanction can only be imposed, and recorded, by the Headmaster, in consultation the Chairman of Governors. In the event that a pupil makes a malicious allegation or is violent towards a member of staff this is likely to result in exclusion

5 BULLYING AND CHILD-ON-CHILD ABUSE

The Prep School shares an Anti-Bullying Policy with our Senior School which also defines what constitutes bullying. Any incident of bullying is taken seriously, and severe and persistent bullying could result in suspension or permanent exclusion.

Some types of harassing or threatening behaviour, or types of communication, could be a criminal offence and may involve contacting the police or other agencies. A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases, the Designated Safeguarding Lead will report concerns to North Yorkshire Social Care.

Further details are contained within our Safeguarding Policy.

Staff should be aware that children are capable of abusing their peers and the different gender issues that can be prevalent in child-on-child abuse, for example the consensual and nonconsensual sending of nudes or semi-nude pictures or videos, being sexually touched or being subjected to initiation or hazing type violence, sexual harassment and sexual violence.

The school does not consider abuse should ever be tolerated or passed off as 'banter' or 'part of growing up' as this can lead to a culture of unacceptable behaviours, and unsafe environment for children, and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff have important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Staff should maintain an attitude of 'it could happen here', and if they are concerned about the welfare of a child, they should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should be acted upon immediately, and following the school's Safeguarding Policy.

Bullying of any kind is not acceptable in our school and will not be tolerated. If bullying does occur, all pupils should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. This is regularly communicated to pupils through assemblies, tutor times and generally. Posters are in all classrooms regarding bullying and they are signposted to how can help them. Peer support via School Ambassadors, Buddy Benches, and worry boxes are also used. Racist, sexist (including sexual harassment and violence), homophobic, transphobic, or other discriminatory or prejudice-based behaviour, regardless or circumstances, is always unacceptable and is considered a serious breach of the school's rules.

No one should be subjected to unacceptable treatment because of their race, colour, gender, religion, ethnic origin, disability, and sexuality or family circumstances. Staff should also be alerted to bullying and harmful behaviours that occur online (Cyberbullying).

At the Prep School, mobile phones are prohibited for pupils and must be handed in on arrival and departure from school. Mobile devices are for work purposes only (not games, social media) and in timetabled lessons. Staff must be vigilant in supervising use, and pupils are expected not to access applications, websites etc. unless directed to by a member of staff. Staff should also be alerted to the potential of cyberbullying taking place outside the school, and should report any concerns they have. Pupils and parents are also encouraged to report any issues that have arisen outside school to the Headmaster. Additional information is found in the school's Online Safety Policy, and Acceptable User Agreements.

Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

6 CONFISCATION & CONDUCTING A SEARCH

A member of staff may confiscate or retain a pupil's property as a punishment or for the safety of the pupil/s so long as it is reasonable in the circumstances. What happens to confiscated items is detailed in the school's separate policy for conducting a search of pupils and their possessions. This is included in the Parents' Handbook and the Staff Handbook.

7 RESTRICTIVE INTERVENTIONS OR REASONABLE FORCE

Reasonable Force: Physical contact used by school staff to control or restrain a pupil—always the minimum necessary and only for as long as required.

Restrictive Interventions: Any action, planned or reactive, that limits a pupil's movement, liberty, or freedom. This includes physical restraint and other methods that restrict a pupil's ability to act independently.

Guidance for staff on the use of restraint and reasonable force is incorporated into the Staff Code of Conduct which is made available to parents and pupils on the school's website. All staff (in line with Section 93 of the Education and Inspections Act 2006) can use force as is reasonable in the circumstances to prevent a pupil from doing the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence by an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Those exercising the power to use force must also take proper account for any particular special educational need and/or disability that the pupil may have. Under the Schools Disability Discrimination and the Equality Act 2010 the school has two key duties:

• Not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification and

• To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty).

The Restrictive Interventions Policy requires staff who use reasonable force to complete a report in an incident logbook which is kept by the Head of the Prep School. The number of times reasonable force has been used is shared with the governing body via the Boarding and Wellbeing Committee as part of the safeguarding report.

NOTE: There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judge lawful, the force used would need to be in proportion to the consequences it is intended to prevent.
The school will, however, place an emphasis on prevention which focuses on early support, de-escalation, and positive behaviour support to minimise the need for restrictive interventions.

The school will also consider SEND, ensuring interventions are appropriate and tailored.

Further information is provided in the whole school's Restraint and Physical Contact with Pupil's Policy which follows statutory guidance 2026.

8 MONITORING & EVALUATION

Feedback on the School's approach to rewards and sanctions will be sought from pupils via a variety of means, including School Council, and occasional surveys. The monitoring and evaluation of the effectiveness of this policy and its implementation will be carried out by the Head of the Prep School, taking account of information provided by the Prep School staff. It is reviewed annually. All rewards and sanctions are saved on pupil records and patterns of behaviour are assessed using logs in iSAMS.

Child-on-child behaviour issues and bullying are recorded on a whole school log which are also viewed by the Senior Master (Senior School), and Designated Safeguarding Lead for additional monitoring and review. Key data is provided to governors in termly reports.

APPENDIX 1: RECEPTION/KEY STAGE 1 SANCTIONS LADDER

The school will follow a 'three colours/faces system' when imposing sanctions.
All pupils begin each lesson on a *'Green' face:*

At the first instance:

- Ignore the inappropriate behaviour and/or loudly praise appropriate behaviour; remind pupils what behaviour makes a green/smiley face.
- Use the 'Give Me Five' to remind pupils of good sitting/ attention.

At the second instance:

'Amber/straight' mouth face:

Pupils are moved to this face for minor misdemeanours e.g.

- not raising a hand to speak/shouting out
- failure to settle to work, continuing to talk/not on task
- rocking back on chair
- poor work rate
- answering back
- 'silly' behaviour
- touching others
- moving around the class without permission

Any pupil placed on Amber should be advised about their behaviour and action may need to be taken to modify behaviour e.g. the individual pupil is moved within the class/to front of class/desk on their own for a short period.

Quietly reprimand – highlight the inappropriate behaviour and explain why it is wrong – refocus the pupil. Tell them what they need to do to move back to Green.

Praise as soon as possible and move the pupil back to the Green face when on task or behaving appropriately.

A pupil may be asked to sit at the front of the class or at a different desk for a short period of time, to encourage them to re-focus.

If outside/Games activities, it may be that a pupil is asked to sit out of an activity or game for a short period of time.

Continued instances:

Red/unhappy face:

If the pupil does not address their behaviour or repeats poor behaviour (including towards other pupils or staff), or has displayed severe disruptive behaviour affecting teaching and learning, then pupil is moved to the Red face.

A pupil placed on this must be made aware of how serious this is and spoken to about how to modify their behaviour. They may need to be moved within the class. The teacher continues to monitor behaviour of a pupil placed on Red with the hope to move the pupil to Amber and then to Green if they modify their behaviour.

Any pupil on a 'Red' face at the end of the lesson should be spoken to by the staff member, a time allocated at a break time to return to see the staff member to complete a Behaviour Reflection form, along with any tasks they failed to complete in the lesson. A pupil remaining on Red at the end of the lesson should be recorded on JS Concerns/iSAMS.

The pupil will also be seen by the Head of the Prep School who will alert the pupil's form tutor too.

After the completion of the Behaviour Reflection form, this should be passed to the Head of Prep School for retention.

Pupils who have received a sanction will be recorded in our Prep School Concerns Log (on the school's electronic MIS, iSAMS) for monitoring by the Prep School SLT and discussion at a weekly staff briefing if needed.

Staff will be consistent, and sanctions proportionate to the offence – they must be prepared to act on their warning.