

# Durston House

## Rewards and Sanctions Policy – Pre-Prep

### Aim of the Policy

- to create a workable, understandable system for rewarding and sanctioning pupils, within the context of the positive ethos of Durston House
- to reflect statutory and non-statutory advice

### Objectives of the Policy

- to establish an effective system of rewards and sanctions which encourages positive, appropriate pupil behaviour and work
- to provide suitable tools with which staff may promote such behaviour and work
- to clarify the system of rewards and sanctions for pupils, staff and parents
- to complement all relevant school policies and procedures found on the Durston House Operations Tree, including the **Pastoral Care** and **Safeguarding Policies**
- to complement all further procedures, guidelines and risk assessments introduced and implemented to manage the school during the COVID-19 pandemic

### Introduction

In all that is done at Durston House, the **positive is emphasised** so that pupils behave and work well, helping to build up a happy and successful school. This is especially important at times of unforeseen difficulties for the school community and its operation, such as the COVID-19 pandemic. Further measures have been put in place to make pandemic control measures effective, which all pupils must understand, cooperate with and adhere to. When they recognise and understand the benefits of the boundaries that have been set for them, pupils prosper. They like to be rewarded. It is acknowledged, though, that there are times when pupils go beyond those boundaries. They must understand the sanctions for doing so, and be encouraged to accept responsibility for what they have done, or not done.

What is stated in this policy is the approach of the whole school community to rewarding and sanctioning the pupils at Durston House. The Durston House **Rewards and Sanctions Policy (Pre-Prep)** is a discrete document, which emanates from the school's **Behaviour Policy** and **Work Policy**. The **Rewards and Sanctions Policy (Pre Prep )** reflects the guidance from the DfE, as stated in the document, **Behaviour and Discipline in Schools 2016 (updated 2020)** and acknowledges the school's duty to take into account the needs of SEND pupils when rewarding or sanctioning pupils (**Equality Act 2010**). This policy applies to all pupils in Pre-Prep at Durston House, including those in Reception (EYFS). Given the age of the pupils in Pre-Prep, the system of **Rewards and Sanctions** is adapted to suit their needs. A complementary **Rewards and Sanctions Policy (Junior School, Middle School and Upper School)** is in place.

When the need for confronting inappropriate behaviour or work, or imposing sanctions, arises, Durston House acknowledges that teachers and non-teaching staff have statutory authority to act. They may do so at any time a pupil is in school, or elsewhere under their charge, in accordance with this policy. This includes the confiscation of property, if necessary. However, at no time is corporal punishment permitted.

Physical intervention, that of reasonable force, is permitted at Durston House, if a member of staff must act to prevent pupils injuring themselves, or others, or damaging school property; such reasonable force may be necessary when a pupil continues to compromise good order and discipline. In the event of such force being used, the member of staff involved records it on the Rewards and Sanctions Policy Pre-Prep – Version 6

school database, which informs other appropriate staff, and then, in consultation with the Deputy Head, contacts the parents of the pupil to inform them that such action has taken place.

It is unlikely, but not impossible, that a pupil, or a group of pupils at Durston House make malicious accusations against a member of staff, which prove to be unfounded. In such an event, the pupil or pupils involved would be sanctioned, at the discretion of the Headmaster, in consultation with the Chairmen of the Governors.

There may be occasions when the usual application of Sanctions fails to amend a pupil's unacceptable behaviour or approach to work. In discussion with the Head of Pre-Prep, the Deputy Head or the Headmaster, the Head of Learning Support may be asked to liaise with outside agencies, such as educational or behavioural psychologists/therapists, or the Headmaster may contact the local authority Safeguarding Officers, from whom additional support might be sought in helping a pupil manage his behaviour or work at Durston House.

As this policy involves the recording of personal data, Durston House (the data controller) handles such data in accordance with the Data Protection Act 2018 (DPA), and only uses it for the purpose for which it was collected and only shares it with third parties where it is necessary for the school to do so, and the law allows it. A copy of the school's Privacy Notice is available on the Durston House website, [www.durstonhouse.org](http://www.durstonhouse.org).

### **Promotion of this Policy**

**The Rewards and Sanctions Policy** is promoted regularly throughout the school year, through the Form and House systems, at Assemblies, Final Assemblies, as well as at points of transition, from one Form to another, and from one section of the school to another. At the beginning of the school year, all pupils and their Form Teachers go through the policy, using it as a resource for discussion, in such a way that is appropriate to the age and year group of the pupils. It is highlighted in Assembly, early in the school year. Pupils are clear about the Rewards they can receive and the repercussions for them if they do not meet the accepted standards.

In the Summer Term before any new school year, before pupils make the transition from one section of the school to another, meetings are held for parents and appropriate senior members of staff to discuss all aspects of a pupil's transition, so that it is made as seamless as possible. In such meetings, the tenets of the **Rewards and Sanctions Policy** and the **Behaviour Policy** and **Work Policy**, as they apply in respective sections of the school, are discussed and clarified.

The **Rewards and Sanctions Policy** is available on the school's website.

### **Rewards in Pre-Prep**

#### **Informal Reward**

Much of the reward received by pupils is informal – a word of praise or thanks given by a member of staff for some behaviour or work that is positive, or a moment of recognition that signals interest and acceptance. This happens on a daily basis and is not recorded, but has an indelible effect on the pupil and the life of school. Staff are encouraged to seek the positive, expecting behaviour and work that fit the ethos of Durston House and are appropriate for the ages of the pupils.

At Assemblies, when the school, or parts of the school gather as one, opportunities are taken to emphasise to all the pupils the basic expectations of behaviour and to acknowledge their having achieved them. Exceptional behaviour is identified and praised, and acknowledged as an example to all. The principles and expectations of pupil behaviour are set out in the **Behaviour Policy**.

### **Stickers**

Pupils in the Pre-Prep classes are given stickers to reward positive behaviour or good work. These are selected by the individual teacher to suit his or her discrete style and the nature of the pupils in the Form.

### **Golden Stickers**

At his or her discretion, the Head of Pre-Prep can award a Golden Sticker for behaviour or work that is considered worthy of his or her special recognition. Five House Points are awarded for each Golden Sticker. These are given sparingly and the pupils display them with pride.

### **Golden Time**

Pupils who have behaved and worked well all week are rewarded with Golden Time, at the end of the week, on Friday. Golden Time is a period of 30 minutes where special activities occur or games are played, either in the classroom or in the outside play area. Pupils are able to move between Form Rooms on their respective floors, as they wish, joining others. The Form Rooms are staffed by the Form Teachers and the Teaching Assistants.

## **Formal Reward**

### **Plus Points**

Boys receive a **Plus Point** for any positive behaviour or piece of work. The staff are encouraged to give Plus Points judiciously, for that which exceeds the usual expectations of behaviour and work.

Form Teachers record pupil **Plus Points** on the Form Room wall chart. It is then noted by the teacher on Engage (MIS) at the end of each week. Form Teachers monitor the distribution of Plus Points to their Forms.

### **Plus Point Certificates**

Pupils who have achieved a certain number of Plus Points are awarded Certificates at the end of each term. A Bronze Certificate is awarded for 60 Plus Points, a Silver Certificate for 120 Plus Points and a Gold Certificate for 180 Plus Points. Some are presented at the final House Assembly of the term. The highest achieving certificate winners are acknowledged at Final Assembly where their certificates may be awarded.

### **Plus Point Totals**

Pupils accrue Plus Points, which are counted in the totals for each House, leading to a winning House for each term and for the entire year. The House Plus Points Totals are monitored by the Heads of House, and are published at the end of each term, at Final Assembly, when a cup is presented to the House Captain. House Plus Points Totals are included in the calculation of House Points for all House Competitions, which decide the winning House for the term and the award of the coveted House Shield, the ultimate award made at Final Assembly.

### **Star of the Week**

At the end of the week, on Friday afternoon, each Form Teacher nominates a Star of the Week. This is a pupil who has performed very well throughout the week, in terms of behaviour and work. He holds this award throughout the following week, receiving special privileges. His name is displayed on the Congratulations Board, in Middleton's car park.

## **Acknowledging Achievement and Success Outside the Curriculum**

At Durston House the achievement and success of pupils outside school are acknowledged and celebrated. It is recognised that these are a part of the overall development of pupils, complementing all that they might do at school. Such achievement and success could be sporting, cultural, or musical. Assemblies are a good time to inform the school community of the achievements of some of its members, and if appropriate, to have those pupils demonstrate their success. Parents or pupils should inform the Form Teacher about these, and he/she arranges with the Head of Pre-Prep to use Assembly time to make them known. The Head of Pre-Prep records the achievements on Engage (MIS).

## **Congratulations Board**

There is a Congratulations Board in Middleton's, as in the other parts of the school, on which a visual record of significant achievement, in and outside school, can be acknowledged. This could be work related, sporting cultural or musical. The Congratulations Board is located in a place where they are seen by the school community and visitors to the school. Items for the Congratulations Board are given to the Head of Pre-Prep, who will arrange for their display.

## **Social Media**

The Durston House Facebook Page is another place where the success of pupils, in and outside school, can be acknowledged publicly. The positive achievement of pupils in school activities and those outside school is updated regularly by the Head of Co-Curriculum.

## **Sanctions in Pre-Prep**

It is normal for a member of staff to use his/her professional skills to amend unsatisfactory behaviour or work. If positive discouragement is unsuccessful, a member of staff must admonish the boy. After several occasions where 'verbal persuasion' has been exhausted, the member of staff might seek help from the Head of Pre-Prep for verbal reinforcement. His or her involvement would not be to diminish the authority of the member of staff, but to enhance it and support it. If the unsatisfactory behaviour or work persists, the following sanctions are applied.

## **Informal Sanction**

### **Recording Behaviour or Work Issues**

Incidence of Behaviour or Work that have not met basic Durston House expectations, and require intervention from staff, beyond the usual class management and discipline used by teachers, is recorded on Engage (MIS) (under Behaviour or Work) by him or her, so that an individual pupil's failure to meet those expectations can be tracked and monitored by staff members, the Form Teacher, the Head of Pre-Prep, the Deputy Head and other appropriate staff. Engage (MIS) allows all concerned to be emailed automatically. This is done over the pupil's time at Durston House, allowing all staff to be made aware of the nature of a pupil's behaviour and for appropriate action to be taken, when required. The Behaviour or Work of an individual can be assessed in relation to that of other pupils in his Form, his year group or his House. Such information can be used in any correspondence or meeting with parents about the pupil. Staff may also record inappropriate Behaviour or Work in the pupil's Message Book, informing parents.

## **Restriction of Break Privileges**

It may be necessary to deal with an issue of inappropriate Behaviour and insufficient Work immediately. It may require a pupil to miss some of his time at Castlebar Break, or Lunch Break. The pupil can regain the privilege of play at the staff member's discretion. A pupil may be detained at school, missing Castlebar Break, or Lunch Break for closer reflection or further work, but only with the consent of the Head of Pre-Prep.

When walking up to Castlebar, a pupil may be issued with a yellow or red card for not walking in silence. If a yellow card is issued, a pupil will miss two minutes of his break. A red card will be issued if he continues to talk, despite being given a yellow card; he will then miss five minutes of his break.

## **Golden Time Removed**

Pupils who have lost Golden Time minutes throughout the week sit and watch the others play during the allotted time. The teacher keeps a record of minutes missed and informs the pupil when he has the right to join in Golden Time again. If a boy misses a substantial amount of Golden Time a note is sent home in his Message Book, and this is signed by a parent. The Form Teacher records on Engage (MIS) any pupil who misses a substantial amount of Golden Time, and subsequently the Head of Pre-Prep is informed automatically.

## **Pupil Relocation to Other Form Room**

During the course of a lesson, a pupil may not be working satisfactorily, or behaving appropriately. For his benefit and that of the others in the class, he may be sent to work in another room, alongside other pupils, supervised by another Form Teacher. This will extract the pupil from his usual surroundings, giving him an opportunity to make a fresh attempt at the work he should have been doing. The teachers will liaise with each other about the length of time needed to settle into a good working pattern.

## **Unsatisfactory Work**

Boys may be asked to repeat unsatisfactory work. Year 2 boys may be asked to repeat homework tasks if they are considered to be of a poor standard for the pupil.

## **Formal Sanction**

### **Time with the Head of Pre-Prep**

If the behaviour or work of a pupil is considered to be unacceptable, well below that expected of a pupil at Durston House, and/or of a serious nature, the pupil is sent to the Head of Pre-Prep. For example, the pupil may have been involved in physical assaults (biting, kicking, punching), in fighting, in the use of bad language, in disrespectful responses to staff, in acts of deliberate unkindness. His work may be very poor, having displayed little effort, even after other strategies to improve have been attempted by the Form Teacher or Teaching Assistant. The Head of Pre-Prep discusses the nature of the problem with the boy, admonishes him, and makes it clear to him that his parents are to be informed and that his Time with the Head of Pre-Prep is to be recorded on Engage (MIS). The pupil may also be asked to sit on the **Thinking Chair** for 5-10 minutes. The pupil's parents are informed directly by the Head of Pre-Prep, who records the communication and records the sanction on the Engage (MIS). Other staff members who might work with the pupil are informed automatically.

### **Headmaster's Letter**

In certain circumstances, the Headmaster may require parents to remove a pupil from school for one or two days in order to diffuse a situation resulting from an instance of unacceptable behaviour. This is a sanction that will be imposed only in what are considered to be extreme circumstances, where it is felt that a pupil needs to be isolated from his peers while the school investigates the matter in question. Upon his return to school, the pupil and his parents will be

presented with copies of a **Headmaster's Letter**, which will outline the reason for the enforced absence together with targets for immediate improvement.

### **Temporary Exclusion**

It may be deemed necessary by the Headmaster to exclude a boy from school for a period of time. This would be used for the most serious cases of misconduct, at the Headmaster's discretion, making clear to a boy and his parents that his behaviour or attitude are not acceptable at Durston House and that immediate improvement needs to be made. The Chairmen of the Governors are informed of the sanction.

### **Permanent Exclusion**

This is the ultimate sanction of the school. Parents are asked to take their son away from Durston House. Reference should be made to the school's **Exclusion Policy**, which complements this policy.

### **Complementing Sanctions – Sticker Chart**

To complement any of the informal sanctions and time spent with the Head of Pre-Prep (see above), it may be necessary to put a pupil on a **Sticker Chart** to monitor his behaviour or work on a daily basis, lesson by lesson. The Form Teacher is asked to reward a pupil by putting a sticker or a stamp on his chart, if he has behaved or worked as expected. The use of the Sticker Chart is decided by the Form Teacher, in consultation with the Head of Pre-Prep. Parents are consulted, the criteria by which the pupil is evaluated is established and a time-frame for the use of the report and the review of its effect is agreed.

The Form Teacher monitors the progress on a daily basis; comments are made throughout the week in the Message Book to be acknowledged by the parent. At the end of the week, performance and progress are assessed. The Sticker Chart is sent home, and a copy is kept on file.

All Formal sanctions are recorded on Engage (MIS).

### ***Evaluation of this Policy***

*This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.*

<i>Created</i>	<i>October 2011</i>	<i>WM</i>	<i>Version 1</i>
<i>Revised</i>	<i>15 August 2013</i>	<i>WM</i>	<i>Version 2</i>
<i>Revised</i>	<i>3 Nov 2014</i>	<i>WM</i>	<i>Version 3</i>
<i>Revised</i>	<i>18 July 2016</i>	<i>WM</i>	<i>Version 4</i>
<i>Revised</i>	<i>7 Feb 2019</i>	<i>NSh/WM</i>	<i>Version 5</i>
<i>Approved</i>	<i>26 Feb 2019</i>	<i>SMT</i>	<i>Version 5</i>
<i>Next Revision</i>	<i>24 Aug 2020</i>	<i>NSh</i>	<i>Version 6</i>
<i>Approved</i>	<i>8 September 2020</i>	<i>SMT</i>	<i>Version 6</i>
<i>Next Revision</i>	<i>Aug 2022</i>		