

PORT·REGIS

POLICY NAME	Promoting Good Behaviour	POLICY OWNER	Deputy Head Pastoral
APPROVED BY	Wellbeing Committee/CoM	DATE APPROVED	November 2024
DATE OF LAST REVIEW	April 2025	DATE OF NEXT REVIEW	September 2025

9a - Promoting Good Behaviour

Whole school policy including EYFS.

This policy has taken due regard to the DfE guidance '[Behaviour and Discipline in Schools \(2024\)](#) and applies to the whole school incorporating the Early Years Foundation Stage, Pre-Prep and Prep School. Where appropriate separate sections of this policy may refer specifically to any one of these groupings and the policy will be adapted according to the needs of each and every child, within these groupings. Port Regis does not use or threaten corporal punishment of any sort, at any time.

This document should be read in conjunction with the school's:

- [Child Protection Policy](#)
- [Code of Conduct](#)
- [Restraints Policy](#)
- [KCSiE](#)
- [Disability Inclusion Special Educational Needs and Learning Support Policy.doc](#)
- [Anti Bullying Policy](#)
- [Tutor Time Guidance](#)
- [Tutor Expectations](#)
- [Guidance for Staff Behaviour Management](#)

Due consideration is given to the DfE guidance 'Behaviour and Discipline in Schools (2024)' specifically related to:

- a) **Duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these;**

See the Equality committee minutes and recommendations

- b) **Support systems for pupils**

See the role of the tutor in the Prep School (Handbook, job descriptions), class teacher or key person in the Pre-Prep and early years (PP Handbook, job descriptions), who to turn to guidance (Handbook pastoral). Pupils are inducted with regard to their behavioural expectations and there are numerous posters, assemblies etc on what is needed with regard to promoting good behaviour.

- c) **Leadership and management** – the Deputy Head takes overall responsibility for promoting good behaviour across the school. He works closely with the Heads of Pre Prep, Lower, Middle and Upper School in the monitoring of pupil behaviour. Sophie O'Keefe is the Governor with responsibility for Behaviour and is kept up to date with incidents and trends.

- d) **Staff Induction and Training** – as part of the induction process staff are shown and guided on how to manage and record pupil behaviour. From time to time there is staff inset or indeed when trends are identified and staff need to be aware of trends within the pupil body.

- e) **Pupils Support** – Pupils are discussed at varying meetings during the school week. Pupils that are raised as a concern are then supported with the appropriate measures. Often this occurs at Tutor/Form teacher level but if concerns are raised at high levels then the use of the school's Learning Support Department and Health Centre are brought into play.

- f) **Liaison with parents and other agencies**

Child protection officers, LSD, CAF, Parental handbooks and information leaflets

- g) **Managing pupils' transition between departments and future schools**

Experience day in every year group, teacher familiarisation and liaison, RWI groups led by Year 3 teachers in Year 2. Teaching by Prep staff in Pre-Prep. Frequent, general and specific liaison with other schools.

- h) **Disciplinary action against pupils who are found to have made malicious accusations against staff.**

- i) **Child on child abuse.**

Measures to prevent child-on-child abuse and the response to incidents of such abuse

j) **Banned items within the school.** The list of which can be found in this document.

**Within the Pre-Prep the Head is the named practitioner responsible for behaviour management.
Within the Prep School it is the Deputy Head Pastoral.**

With regard to boarders the school consistently implements a written policy for good behaviour in the boarding environment. This includes, as it does throughout the whole school:

- a) Boarder Induction
- b) Appropriate anti bullying measures – promotion of good behaviour;
- c) School rules;
- d) Disciplinary sanctions
- e) When restraint is to be used; and
- f) Arrangements for searching pupils and their possessions

Aims:

The school aims to provide guidelines for high standards of behaviour in school. As such, it is intended to promote a learning environment in which all pupils can realise their potential as well as to ensure that positive behaviour is regarded as the norm. Unacceptable behaviour will be discouraged and, where appropriate, interventions and sanctions will be imposed.

By subscribing to the School's ethos, pupils are warned not to bring the School into disrepute. All pupils are seen as being ambassadors for the School, whether they are in school or out of school, and their behaviour should not adversely affect the reputation of the School. The Promoting Good Behaviour policy includes when pupils are in or around School, when they are travelling to or from School, on any School activity and on any occasion when a pupil may be identified as being a member of the Port Regis Community.

What is done in promoting of good behaviour:

- The reinforcement and celebration of pupil contribution, engagement and achievement via year group and School Assemblies, and via the School's social media and published records.
- The creation of role models within the school community: School Council, Dorm Captains, Sport Captains, House Captains, Subject representatives & School Prefects.

- The use of an effort-based reward system for academic work in the Lower, Middle and Upper School, as well as recognition of outstanding quality academic work via Stars, Prizes, Head's Stars.
- Prizes are awarded for effort and achievement in particular areas of Co-Curricular activities, including sport, music, drama, and contribution to the community according to criteria established by the Deputy Head.
- The regular communication of pupil contribution, engagement, initiative and achievement to parents, via the School website, The Gateway and School based social media.
- An open system for the selection of Honours which uses staff nominations to reward excellent citizens among the pupils in the Upper School.
- Regular meetings with tutor and form groups to discuss school "mood" and atmosphere. The Deputy Head often emails areas to be discussed.
- Within the boarding houses Dorm Captain Meetings with houseparents aim to seek the 'pupil voice'.
- The inclusion of Bullying and Cyber-safety as elements within the Life Skills and RSE delivery to pupils including presentations from external speakers.
- The promotion of regular, open communication with parents about generic issues of shared concern related to pupil welfare and behaviour. Recent examples include social media, post-exam "Leavers' Programme." Trips and meets at the start of the year about what to expect from different year groups.

Training and Consistency:

All staff are provided with a copy of the Promoting Good Behaviour policy and as a result it is a requirement that all new staff receive this policy before joining Port Regis. New staff are provided with a mentor, whose job is to induct and familiarise colleagues with the behavioural expectations and where to log and record both rewards and sanctions.

The Deputy Head monitors the behaviour log daily and monitors both rewards and sanctions to ensure that they are consistently awarded by all staff. Training is provided, often from the Deputy Head but external agencies have been used and will continue to be. The Deputy Head generates numerous charts and graphs to ensure that there is consistency in these main areas:

1. Sex
2. Age

3. Race.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Port Regis has a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.

If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and Port Regis must co-operate with the local authority and other bodies.

There are various ways in which staff are made aware of the pupils that have special educational needs. The SENDCo is responsible for making staff aware of the measures required to best support these pupils. Records are stored on iSams and any pupils with a red coloured star next to their names have a Learning Support Profiles.

There are numerous weekly meetings where pupils are discussed and necessary training given.

Items Not Allowed in the School

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- correction fluid
- permanent marker pens
- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

Rewards

Good behaviour is expected of children at all times and is positively encouraged in many ways at Port Regis. Recognition by staff of good behaviour by pupils helps to build self-esteem, helps to reinforce the school's traditional values and ethos and helps to promote a positive and caring learning and social environment.

The aim of the School Reward system is three-fold:

1. publicly recognise good behaviour over and above the norm
2. promote self discipline
3. reinforce the school's traditional values and positive ethos

A four-phase system is in place:

- Phase 1: PRAISE FROM AN ADULT – with appropriate explanation
- Phase 2: PUBLIC RECOGNITION OF GOOD BEHAVIOUR - public praise, possibly with a reward (e.g. first to leave the lesson; allowed to sit and read on the beanbags; extra pasta in the jar for Juniors, etc)
- Phase 3: AWARDING A HOUSE POINT (HP)

HPs are linked to the school's traditional values and ethos.

HPs may be given by any member of teaching and support staff.

Support staff and Gaps may also make recommendation via their line managers.

HPs may be awarded for good deeds, extra effort and an action reflecting good or positive behaviour above the schools expected high standards, but also for an individual whose action is over and beyond their individual 'norm'

All HPs entered onto the system will be collated towards both house and individual tallies each term.

HP tallies will be posted on the virtual notice board. Tutors will receive automatic notification via e-mail whenever HPs are awarded to their tutees.

Staff and tutors are able to access the current tally at any time, in order to track individuals and/or groups of pupils. This allows for on-going monitoring and encouragement of pupils by staff. Half termly tutor printouts of tutees' Rewards will assist this process.

We also operate a "values ambassadors" system, celebrating the successes of a different pupil from the Upper, Middle and Lower school. They are announced in assembly by the Headmaster.

Positive recognition of good behaviour:

- Praise in Form/Tutor Group where targets have been set.
- Feedback to parents in $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ term and end of term reports.

At the end of each term, the house with the most HPs for the term will be awarded a Cup and be allowed to leave assembly first. The top individual HP tallies in each house will also receive a gift token.

- **Phase 4: HEAD'S COMMENDATION (HC)**

Awarded for an instance of exemplary behaviour or act of courage

This will take the form of a letter of Commendation written by the Head, delivered personally to the recipient by the Head in his study. Parents will be notified of their child's achievement.

SANCTIONS

The school is committed to making all reasonable adjustments according to a pupil's personal situation and all due consideration is given to individual circumstances and / or disabilities. The Sanctions element of this policy should act as a guide regarding appropriate sanctions and courses of action. The school must retain a reasonable degree of flexibility and professional discretion within the system when dealing with children that regularly find themselves in trouble. Such pupils' behaviour will be regularly reviewed in both the weekly staff meetings and the weekly Pastoral Team meetings. Appropriate strategies/updates will be shared with colleagues to promote a whole school approach to managing these pupils.

Sanctions

This policy document should be read in conjunction with the policy on Admissions, Discipline and Exclusion, which are both in the Manual.

Of underlying importance is a "fear-free" atmosphere in the school, supported by the Life Skills and RSE programme and the need to be positive. Sanctions need to be consistently applied. A clear progression helps children to know where they stand and staff to know what the guidelines are. The watchwords for a successful system are:

- Clarity
- Consistency
- Value

For the system to work all staff must be involved and carry responsibility. Gap Students should refer lapses of good behaviour to departmental staff. *Sanctions relating to pupils in the Lower School must be discussed and agreed with their tutors.*

A six -phase system is in place:

Phase 1: TELLING OFF/Warning - with appropriate explanation and clarification.

All subsequent sanctions are recorded on iSams or the Boarding House diary

Phase 2: MISDEMEANOUR

In boarding this may be an in house sanction recorded in the House diary or iSams with Tutor informed by E mail.

Record details on the Rewards & Sanctions system on iSams. The child's Tutor will be automatically informed, as will House Parents, the Head of Section and Deputy Head.

Phase 3 BREAK LOSS

Straight to Phase 4 for more serious lapses of good behaviour. Break Loss for seniors is taken by a member of the SLT equipped with suitable tasks for offenders. Break Loss takes place from 12.20-12.50 on Friday in Upward 6. The Head of Upper School will inform parents.

Break loss for Lower School - Tutors supervise, or, if on Half Day, arrange a substitute.

Record details on the Rewards & Sanctions system on pupil profiles on iSams. The child's Tutor will be automatically informed, as will House Parents, the Head of Section and Deputy Head (Pastoral). Break loss is supervised by members of the SLT who will check the names off on the system.

BREAK LOSS for repeated lateness to lessons – staff log lateness to lessons by pupils. On the fourth occasion, a break loss will be issued.

BREAK LOSS for Misdemeanour entries – staff log Misdemeanours on the system. On the fourth occasion, a break loss will be issued.

Phase 4: WEDNESDAY DETENTION

Straight to Phase 4 if sufficiently serious, or for the next offence worthy of a Break Loss after 3 Break Losses in one term. The Deputy Head takes the detention on Wednesday afternoon during free time (1530- 1630) in Upward 8. An appropriate written task from the Sanctions Folder is completed. Under normal circumstances this detention would entail a clash with match commitments. Parents are informed by the Deputy Head (Pastoral).

A record of the incident and relevant information and correspondence is saved against a pupil's profile on iSams. Deputy Head (Pastoral) and Tutor must be involved in discussions. Parents informed by Deputy Head, Pastoral.

Phase 5: HEADMASTER'S SATURDAY DETENTION

Straight to Phase 5 if sufficiently serious, or for the next offence worthy of a Wednesday Detention after 3 Wednesday detentions in one year. Headmaster's Saturday Detention is on Saturday afternoon (1430 -1530). Deputy Head liaises with Tutor and Saturday duty staff regarding appropriate supervision. If the Headmaster

is available, he will be involved in the supervision of the pupil. Deputy Head, Pastoral installs offenders in convenient location and looks in at regular intervals. Headmaster's detention overrides exeat and matches.

A record of the incident and relevant information and correspondence is saved against a pupil's profile on iSams. Headmaster speaks to offender. Deputy Head and Tutor must be involved in discussions. Parents are informed either by HM, DH or, after discussion with the HM/DH, the tutor may feel that he/she would like to inform parents personally. Copies of correspondence should be recorded on iSams under the pupil profile – notes.

Phase 6: EXCLUSION – (SUSPENSION OR EXPULSION)

Straight to Phase 6 for extremely serious lapses of good behaviour such as being in possession/use of alcohol, smoking materials or drugs, or as the result of a lengthy catalogue of problems resulting in several Wednesday/Headmaster's Saturday Detentions. Suspension is for a fixed period of exclusion, and likely to be for a period of 3, 5 and 7 days depending on the seriousness of the behaviour. The purpose of suspension is to enable a child to reflect on their behaviour with parents, outside of the immediate demands of school attendance; to enable support for reintegration to be put in place, including any structures to promote improved behaviour; to give a period of 'cooling down' when social relationships may have been fraught and emotions high.

A record of the incident and relevant information and correspondence is saved against a pupil's profile on iSams.

The Governor responsible for Wellbeing is also informed by the Deputy Head.

All EXCLUSIONS must be detailed and logged by the Deputy Head (Pastoral).

A record of the incident and relevant information and correspondence is saved against a pupil's profile on iSams/MyConcern. An appropriate detailed email should be forwarded to the relevant staff. Headmaster speaks to offender. Deputy Head (Pastoral) and Tutor must be involved in discussions. Parents are informed/consulted. The Parents' Contract should be read carefully before any form of exclusion. The Chairman of Governors must be consulted before any decision is taken to expel a child, and he should be informed of any suspensions. All exclusions must be recorded:

- 1) *in the school's separate exclusion record, maintained by the DHP.*
- 2) *All notes/emails/witness statements must be logged on the pupil's/pupils' profiles on iSams/MyConcern.*

Support Systems

Pupils who do not respond to our Rewards and Sanctions policy are offered a number of support systems. Whether this be more informally or in conjunction with the LS Department. Trends are identified and where necessary Ed Psychs are considered or indeed referrals to the School Counsellors.

Sanctions for misbehaviour - guidelines

This document is for guidance only. It aims at consistency and fairness but it is not prescriptive and all members of staff are urged to use common sense, discretion and flexibility at all times in ensuring the good discipline of pupils. The circumstances of each misdemeanour must be taken into account, as well as any apologies, contrition, honesty and co-operation after the event. **Where appropriate, restorative conversations are used to help children learn from their mistakes.**

General comment: The Headmaster must ensure that staff enforce rules and impose sanctions consistently. The Deputy Head (Pastoral) is responsible for the day-to-day implementation of discipline in the School and for keeping the Headmaster informed of any serious incidents of bad behaviour. All members of staff must co-operate in enforcing the disciplinary code.

1. LAPSES OF GOOD BEHAVIOUR

Individual members of staff must give a warning or an immediate sanction. Staff must ensure that they correct any bad behaviour at the time of the incident that they witness. If in doubt, issue a misdemeanour. An “Incident” on iSams may also be used in instances where key staff would need to be made away of a situation which has taken place.

Example of behaviour	Immediate Reaction	Sanction	Repeat offenders
Classroom Behaviour/policies			
Disruption	1 warning	Misdemeanour	Break Loss
Rocking on chair	1 warning	Misdemeanour	Break Loss
Calling out	1 warning	Misdemeanour	Break Loss
Talking over others	1 warning	Misdemeanour	Break Loss
Can't follow instructions	1 warning	Misdemeanour	Break Loss
Poor organisation: no pencil case/equipment	Provide. Please let the Tutor know.	Misdemeanour	Misdemeanour
Late for Lesson	Enter Late Mark	Late Mark	Lake Mark – these accumulate
Throwing items around classroom	1 warning	Misdemeanour	Break Loss

Late Prep/No Prep	Teacher discretion. Keep child in at a break time to complete. Add a Late Mark.	Break Loss/unofficial Break Loss to complete prep but inform Tutor.	Communicate with Tutor/parents
Lack of work	Similar as above	As above	Use of assessment grades should reflect this.
Away from classroom:			
Appearance			
Shirt untucked	Correct pupil.	Misdemeanour if failure to respond – communicate with tutor	Break Loss
Inappropriate jewellery	Ask pupils to remove items.	Misdemeanour if failure to respond – communicate with tutor	Break Loss
Hair – not tied up/untidy	Ask to correct.	Misdemeanour if failure to respond – communicate with tutor	Break Loss
Wrong footwear	Ask to correct ASAP.	If failure to respond/not correct. Misdemeanour. They must change footwear.	Break Loss
Dumping Bags and Items in wrong place	Constant reminders from staff. If this has been the case move across.	Misdemeanour	These will accumulate.
General:			
Loud, attention seeking behaviour	Ask to stop.	Misdemeanour for failing to respond.	If deemed serious enough, in front of parents,

			assembly etc Break Loss
Poor Language	Break Loss	Break Loss	Break Loss – but will escalate if repeat offender.
Using sports kit/balls etc	Warning	Misdemeanour/confiscate. In form Tutor.	Break Loss
Poor behaviour in Fire Practice	Break Loss	Break Loss	Break Loss
Using other pupil's equipment: clothing, sports gear, bikes etc	Break Loss	Break Loss	Break Loss/possible Wednesday
Lack of respect for property/littering	Misdemeanour/Break Loss	Misdemeanour/Break Loss	Break Loss/possible Wednesday
Poor behaviour in dining room	Warning. Correct behaviour	Misdemeanour/Break Loss	Break Loss/possible Wednesday
Poor behaviour in queue	Warning. Correct behaviour	Misdemeanour/Break Loss	Break Loss/possible Wednesday
Rudeness to staff/Gaps	Break Loss	Break Loss	Wednesday
In wrong place/out of bounds	Break Loss	Break Loss	Wednesday
Unkindness to others (this is not always clear cut and needs investigating/in discussion with Tutors/Houseparents/DH)	Break Loss. Correct behaviour.	Break Loss	Wednesday
Eating away from the dining hall	Correct. Send pupil back.	Misdemeanour	Break Loss
Running in corridors	Correct.	Misdemeanour	Break Loss
Wheels without helmet	Warning.	Break Loss	Break Loss

Break loss (Upper School)

This occurs on Friday from 12.20-12.50 in Upward 6.

Break loss (Lower School)

Tutors supervise, or, if on Half Day, arrange a substitute.

An offence worthy of a Break Loss after four Break Losses in one term warrants a Wednesday Detention

2. MORE SERIOUS LAPSES OF GOOD BEHAVIOUR

FOR MORE SERIOUS LAPSES OF GOOD BEHAVIOUR CHILDREN EITHER GO STRAIGHT INTO BREAK LOSS, OR INTO A WEDNESDAY DETENTION IF THE OFFENCE IS CONSIDERED SERIOUS ENOUGH (IN THE LATTER CASE, TUTOR AND DEPUTY HEAD MUST BE INVOLVED).

PARENTS ARE WRITTEN TO BY THE DEPUTY HEAD IF A WEDNESDAY DETENTION IS A GIVEN.

Examples of More Serious Lapses of good behaviour:

Bringing Tuck/Large Amounts of Money/Using vending machines.	Break Loss/Wednesday – in discussion with Tutors.	Wednesday Detention
Disobedience/Rudeness	Break Loss	Wednesday Detention
Deliberate disruption of lessons following warning.	Break Loss	Wednesday Detention – and higher if deemed appropriate after a repetition.
Theft	Wednesday	Head's Detention/Suspension
Vandalism	Wednesday	Head's Detention/Suspension

Poor attitude and negativity within game lessons and failure to respond.	Break Loss/Wednesday – in discussion with Tutors.	Head's Detention/Suspension
Misuse of Technology e.g. not handing in. Use of social media.	Wednesday	Wednesday Detention or higher.
Repeat lapses of good behaviour in boarding house/defiance of rules/expectations.	House based punishment. Wednesday. Houseparents to keep day staff informed.	Wednesday Detention, removal from boarding or higher.

An offence worthy of a Wednesday Detention after three Wednesday Detentions in one year warrants a Head's Detention

SANCTIONS FOR MISBEHAVIOUR

3. MAJOR LAPSES OF GOOD BEHAVIOUR

General definition of Major Lapses of good behaviour:

These are lapses of good behaviour involving the disregard of the welfare of others and/or a significant failure to uphold basic standards of conduct. These include:

CORRUPTION, BULLYING, VIOLENCE, VANDALISM, DANGEROUS BEHAVIOUR, STEALING, SERIOUS DISHONESTY.

Examples of Major Lapses of Behaviour	Sanction
Bringing knives, matches etc into school (confiscate & not returned).	Wednesday Detention or higher.
Paying other children to bring tuck into the school.	Wednesday Detention
Bullying – refer to Bullying Policy	Wednesday Detention or higher.
Wilfully injuring another child	Head's Detention or Suspension

Corrupting other children <i>eg</i> habitual swearing/use of foul language/violation of the privacy of the opposite sex. Child on Child Abuse	Wednesday Detention or higher.
Serious bad behaviour in public which brings the school into disrepute.	Wednesday Detention or higher.
Breaking bounds	(first offence might warrant Break Loss) Wednesday Detention
Endangering other people or self <i>eg</i> throwing scissors at someone	Head's Detention or Suspension
Out of boarding house after lights out.	Suspension
In opposite sex boarding house without invitation from staff.	Wednesday Detention or higher.
Repetition of Major Lapses of good behaviour after Wednesday Detention	Head's Detention/Threat of Suspension
Bring alcohol/smoking/vaping/pornography	Suspension or Expulsion

IDH April 2025

Pre-Prep REWARDS

Our Philosophy in the Pre-Prep and Early Years is:

Praise the behaviour you want and ignore, wherever possible, the behaviour you don't want.

OR

You get more of what you notice.

The overall aim of the Behaviour policy is to ensure that all children have a clear picture of what is acceptable as part of the community and that all adults have a clear and consistent approach to helping children achieve that acceptable behaviour. Ultimately, we want them to learn to behave well for the right reasons, that some form of sanction may follow an act of bad behaviour, but their main motivation should be something more positive and profound than fear of sanction.

The aim of the School Reward system is three-fold:

1. positively recognise good behaviour
2. promote self discipline
3. reinforce the school's core values

Within the Pre-Prep the Pre-Prep Head is the named practitioner responsible for behaviour management.

A five-phase system is in place:

- **Phase 1: PRAISE AND ENCOURAGEMENT FROM AN ADULT** – with appropriate explanation
- **Phase 2: PUBLIC RECOGNITION OF GOOD BEHAVIOUR** - public praise, possibly with a reward (e.g. sticker, extra pasta in the jar)
- **Phase 3: RECOGNITION BY A REWARD TOKEN BEING GIVEN** or possibly a STAR

Tokens are linked to the school's five core values. Where as stars are more academically linked, however a star may be awarded where there is an overlap i.e. a value being displayed in an academic environment or supporting academic endeavour.

Tokens and stars may be given by any member of teaching and support staff (classroom and ancillary).

Tokens and stars may be awarded for an action reflecting the criteria above, but also for an individual whose action is over and beyond their individual 'norm'

Tokens are collected as a whole school in a Head's assembly and children rewarded when the 'token pot' is filled. The reward is generally selected by the children e.g. hot chocolate and pancakes in the Forest School.

Stars are collected on an individual basis, recorded on a star card/chart and a big star and reward (e.g. pencil or rubber) given when a specific number are collected.

- 5 stars in Nursery
- 10 stars in Reception and Year 1
- A multiple of 5 or 10 in Year 2 e.g. 25, 50, 70 etc

In the Nursery stars are also normally given and worn instantly.

- **Phase 4: RECOGNITION IN PRAISE AND CELEBRATE ASSEMBLY**

Children are also rewarded when appropriate by being named by class teachers within Praise and Celebrate assemblies. Within these assemblies children named are given a Head's sticker and congratulated on their achievements either of an academic or pastoral nature by the rest of the school. These assemblies occur fortnightly.

- **Phase 5: HEAD'S STICKER (HC)**

For an instance of exemplary behaviour or work a child may be sent to show and share this with the Pre-Prep Head. A Head's sticker is awarded along with a great deal of praise! Parents will be notified via their child's class teacher of their child's achievement.

Pre-Prep SANCTIONS

- **Poor Behaviour**

Children at times may display unwanted or unacceptable behaviour. Adult intervention is taken to explain why the behaviour is unacceptable and what is expected in its place.

If a child is in danger of harming themselves or another, then reasonable physical restraint may be used to ensure the safety and welfare of children is maintained in line with the EYFS 2014 and/or the school's physical restraint policy and procedures.

- **Exclusions**

Exclusion of any sort will always be regarded as an expression of the School's severe disapproval of an act of extreme bad behaviour or of a series of acts which have earned previous admonition and, probably, sanction without due effect.

The Sanctions Policy indicates:

'If a child's poor behaviour persists and continues to be unacceptable even after parental involvement and discussion with the Head; or if the child is considered to be of danger to others or themselves, then after discussion with the Head exclusion, either suspension or expulsion may be necessary.'

This statement is subject to discretion and flexibility, with the circumstances being taken into account.

Exclusions may take the form of suspension or (the more serious) expulsion.

- **Suspension** is the requirement for a child to be excluded from the School for a certain period of time decided by the Head after liaising with the Prep School Head. See above.
- **Expulsion** is the requirement for a child to be permanently excluded from the school. In this event, neither the child nor the parents have any right to a reference from the School, although the School may agree to assist in helping the family find another school. The Head will not expel a pupil without consulting the Prep School Head and in turn the Chairman of Governors.

The legal basis for exclusion is contained within the Standard Terms and Conditions (the "Parents Contract") that include the following:

- *The School reserves the right, without refunding fees, to remove a pupil from the School if, after consulting with the Parents, the opinion of the Head is that the pupil's academic, pastoral or other needs would be more suitably provided for elsewhere. The School will whenever possible give one term's notice except where there are serious grounds for removal at once or on shorter notice.*
- *The School reserves the right, without refunding fees, to remove a pupil from the School temporarily or permanently at any time in the event that:*
 - (a) *the conduct of the pupil or the pupil's presence at the School has seriously damaged or is likely seriously to damage the discipline, safety, reputation or good order of the School. Reasons for removal of a pupil under this heading may include the bullying of other pupils, non-attendance of the pupil without good reason, bad behaviour, possession or use of alcohol or illegal substances or persistent or serious non-conformity with standards of dress and appearance and/or other school rules;*
or
 - (b) *a parent has treated the School or members of its staff unreasonably.*
- *The Head will always endeavour to consult with Parents before any such action contemplated in the two sub-paragraphs above is taken but may take action without consultation at his discretion.*
- *The School will act fairly and properly in deciding whether a pupil must be removed from the School and wherever possible will seek the agreement of the Parents before a decision is taken. If the Parents are unhappy with a decision to remove a pupil permanently from the School they may ask the School to review the decision in which case a review will be undertaken by one or more of the Governors of the School.*
- *The removal of a pupil at the request of the School for whatever reason does not constitute a suspension of the pupil's right to an education, which may be obtained at another independent school or at a State school.*
- *In the event of a pupil being removed temporarily or permanently from the School all outstanding fees and extras must be paid. The Confirmation Fee will be credited but fees in lieu of notice will not be charged.*

In unusual circumstances the School may feel it necessary to exclude a parent or third party. The Parents Contract states:

- *A Parent or other third party may be excluded from the School premises if the Head acting properly considers such exclusion to be in the best interests of the pupil or of the School.*

In all instances of exclusion, the School will endeavour to apply fair and reasonable action.

Prep Restraints Policy

This is a whole school policy including the EYFS, Pre-Prep and Prep and seeks to establish clear guidelines on the use of restraint by staff and acts as an important part in minimising risks associated with choosing to use or not use restraint.

Introduction:

- Port Regis is committed to maintaining the safety of students and staff.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use such restraint as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:
 - committing any criminal offence
 - causing personal injury to, or damage to the property of, any person (including the student him/herself)
 - prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Objectives:

- ensure the safety of students and staff
- prevent serious breaches of school discipline
- prevent serious injury to staff and/or students
- provide guidelines to staff when faced with situations that may require the use of restraint

Minimising the use of restraint:

The following principles should help to minimise the need to use restraint:

- establishing a calm school environment
- ensuring appropriate levels of supervision, including break and lunchtimes
- using emotional intelligence to de-escalate incidents if they do arise
- developing appropriate risk assessments, a welfare plan and positive handling plans for individual students.
- only using restraint where the member of staff considers that the risks involved in doing so are outweighed by the risks involved in not using restraint

Staff Authorisation

Permanent authorisation:

All teachers and support staff who have control or charge of students automatically have the statutory power to use restraint. This includes teachers, teaching assistants and student welfare staff.

Temporary authorisation:

May be issued by the Head to other members of staff involved in supervising students, e.g. site staff, office staff or volunteers. Any such authorisation will be given in advance, in writing and will be time limited.

Deciding whether to use restraint.

Restraint may be considered when:

- there is a need to prevent injury to another student and/or member of staff or to the student themselves
- a student fails to comply with a reasonable instruction to stop an action that is potentially dangerous to themselves or others
- a student's actions place in jeopardy the health and safety of others
- a student's behaviour seriously prejudices good order and discipline in the school

Members of staff should use the following guidelines to decide whether or not restraint should be used in particular circumstances:

- potential consequences of not intervening were sufficiently serious to justify considering using restraint.
- chances of achieving the desired result by other means were judged to be low.
 - risk associated with not using restraint outweighs those of using restraint.
 - there was identifiable risk to other students and/or members of staff and/or school property.

An appropriate account should be made of any particular Special Education Need and/or disability that a student may have. It is worth noting, however, decisions often need to be made quickly and that the professional judgement of the member of staff involved is key.

Staff should seek to minimise the most serious risks, for example calling the police for assistance if necessary and ensure that any restraint used is reasonable and proportionate.

Using restraint:

- it is important to use the minimum restraint necessary to achieve the desired result. It is always unlawful to use restraint as a sanction.
- a clear verbal warning should be given to the student that restraint may have to be used.
- restraint that is likely to injure a student (particularly anything that could constrict breathing) should only be used in extreme cases or where there was no viable alternative.
- wherever possible restraint should not be used unless there is another responsible adult present to support, observe and call for assistance.

The types of restraint used could include:

Passive physical contact

Resulting from standing between students or blocking students from reaching each other.

Active physical contact

Such as: leading a student by the hand or arm or ushering a student away by placing a hand in the centre of the back

In more extreme cases using appropriate physical restraint

Where there is a high and immediate risk of death or serious injury, a member of staff is justified in taking any necessary action (consistent with seeking to use the minimum restraint required to achieve the desired result) e.g. preventing a student running in to a busy road or preventing a student hitting someone with a dangerous object such as a hammer or glass bottle.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However it may not always be possible to avoid injuring a student.

Staff should avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Examples of situations that call for judgements of this kind might include a student:

- attacking a member of staff, or another student
- fighting
- deliberately damaging property
- causing, or at risk of causing, injury or damage by accident, rough play,

or by misuse of materials or objects

- persistently refusing to follow an instruction to leave a classroom
- behaving in a way that seriously disrupts a lesson, school event or visit
- placing him/herself at risk by absconding from school

In these examples the use of restraint would be reasonable if the behaviour was sufficiently dangerous or disruptive to warrant physical intervention and could not realistically be dealt with by other means.

Recording incidents

Annex A should be used to record details of any incidents requiring the use of restraint.

This should be completed as soon as is practically possible after the incident and handed to the Head. In the case of the EYFS parents will be informed on the same day or as soon as reasonably practicable.

Complaints

All complaints made relating to the use of restraint will be dealt with according to the school's complaints procedure. Allegations about a member of staff will follow Kent guidelines.

Monitoring and Review

The Head and members of the Leadership Team will monitor the use of this policy on a day to day basis. Periodic reports will be made to the Governing Body about the use and implementation of this policy. The policy is subject to regular review, according to the cycle of policy review determined by the Governing Body.

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed in order to ensure that it does not have an adverse affect on race, gender or disability equality.