



# St Andrew's Prep

## EASTBOURNE

### Behaviour Policy (incorporating rewards and sanctions)

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## **Behaviour Policy: including rewards and sanctions**

(This policy is applicable to all pupils from Reception-year 8)

### **1. Introduction**

At St Andrew's Prep, we encourage the establishment of good teacher/pupil relationships and support the school's values through a system of rewards and sanctions, which are designed to promote a calm, disciplined and safe learning environment and to protect pupils' mental health and wellbeing. The school's system of rewards and sanctions is outlined in this document.

While the Headmaster and Head of Pastoral Care are in overall charge of discipline at St Andrew's, it must be understood and accepted that without an equal and consistent contribution from all staff, good discipline cannot be maintained. Parental support in this respect is essential too.

This policy has been written with regard to the non-statutory guidance from the DfE Behaviour and Discipline in Schools (2022) and is also in accordance with the School's *Equal Opportunities* and *Child Protection/Safeguarding Policies*

## **General Statement**

A copy of the School's rewards, escalation process and charter of expectations are posted in every classroom. It is the role of a Form Tutor/Class Teacher (in the case of the Pre Prep and Junior Department) to monitor the standards of conduct achieved by the members of their tutor group/class.

In all disciplinary matters, intervention by a tutor/class teacher, subject teacher, Head of Pre Prep, Juniors, Middles or Seniors (Head of Section thereafter), Head of Department (HoD thereafter), the Head of Pastoral Care, members of SLT and the Headmaster (or in his absence his Deputy) is at the discretion of the aforementioned. This may mean an acceleration of any of the processes set out in this policy. Also note that, for pupils who repeatedly misbehave, suitable support systems will be put in place and there will be close liaison with parents and if appropriate, other agencies.

## **Self-Esteem**

Children feel valued and consequently behave when:

- A positive approach is taken, and good behaviour acknowledged
- Their work is valued and displayed
- Success is relevant to the child's achievement and not comparative to others
- They are helped to have realistic expectations of themselves and others
- They are given trust and responsibility
- They share the success of others
- Adults have high expectations of them
- School and parents work together

## **What is good behaviour?**

Good behaviour is demonstrated by:

- Being polite and well-mannered throughout the day
- Taking responsibility for one's own actions both in school and during off-site activities
- Moving sensibly around the school and showing consideration for others
- Having respect for other people and their property
- Showing non-tolerance of bullying and supporting others
- Always doing one's best in all work and in the way to behave
- Always telling the truth and responding appropriately to constructive criticism

## **The Androvian Moral Code**

At St Andrew's Prep we want pupils to develop a strong **moral character**. All Androvians are expected to always demonstrate the following characteristics:

- Kindness
- Honesty
- Respect
- Gratitude
- Courage

### **The Androvian Habits of Learning**

We expect Androvians to think for themselves and demonstrate strong **Intellectual Character**. We strive to embed in every pupil eight habits of learning that lead to effective thinking and learning. These characteristics are seen as integral to producing inquisitive minds belonging to successful and well-rounded individuals who are ready for the challenges of mid-21<sup>st</sup> Century life.

- Adaptability
- Ambition
- Collaboration
- Creativity
- Curiosity
- Initiative
- Reflectiveness
- Resilience

### **Charter of Expectations (See Annex 4 and 5)**

Our pupil expectation charters should be displayed in all classrooms. Each tutor group/class will sign these charters at the start of the academic year in which they will agree to abide by the statements and expected behaviours set out within each charter. The charters can be used as a reference point for staff when rewarding positive behaviour or addressing any short comings with pupils.

### **Promoting positive behaviour**

Positive behaviour is promoted through weekly whole school and departmental assemblies, chapel, tutor periods, Mind Matters, PSHE and the rewards system (see annex 1). All staff are expected to take an active approach to promoting good behaviour; children can and should be rewarded for their good behaviour and, as much as possible, this should be done publicly.

### **Class Charts**

Class Charts is used to record all rewards and sanctions information regarding our pupils and training will be given to new staff as part of their induction. To ensure consistently, it is expected that staff engage with the software during each lesson.

Tutors, HoDs Head of Sections and members of SLT, ALT and PLT should regularly review the data in Class Charts to identify pupils who need praise for getting things right or who may need additional support if they are falling short. It is critical, therefore, that these staff are proactive in analysing the data to help spot positive and negative trends early.

### **Communication with parents**

As ever, St Andrew's endeavours to keep parents informed on issues concerning their child and in most disciplinary matters the primary contact will be through the child's class/subject teacher/tutor, HoD or Head of Section. These staff must always pre-empt such a situation, generally with a phone call to ensure the accuracy of the information being shared. Similarly, a large collation of more minor issues over a longer time/frame should never come as a surprise to a parent. The aforementioned staff should be on the front-foot with involving parents early on, to keep them informed of the issues/problem-patterns emerging and to enlist their support in changing pupil behaviour.

Staff should look for opportunities to provide positive feedback to parents, especially when they are made aware of a pupil going above or beyond, a pupil consistently doing the right thing; or when a pupil has made a conscious effort to turn around any negative behaviour. This feedback is best given in person (a quick conversation on the school field goes along way, for example) or over the telephone. When this can't be achieved, feedback through email will suffice.

Parents have access to the Class Charts parental app which provides them with instantaneous information with regards to their child's rewards and sanctions throughout the school day. Staff should not solely rely on this app as the primary mode of communication and instead use the app as a reference point when following up both positive and negative behaviour with parents.

## **2. Rewards Overview (see annex I)**

Pupils will accrue positive points for positive behaviours and obtaining rewards on offer. As stated in the Staff Code of Conduct, any reward given to a pupil should be consistent with this policy; it should be recorded and never based on favouritism. Individual points throughout the term will count towards the House competition.

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Methods of selection and exclusion should always be subject to clear, fair and agreed criteria.

### **Awards available to pupils:**

Class Charts has a system for the logging of various awards which include:

- Tokens for good work

- Pupils following the expectation charters
- Junior Cup (Year 3 and 4)
- Reading Awards
- Spelling Awards
- Pupils following the Androvian Moral Code
- HM Merits
- Star/Pupil of the week in a range of areas
- HM Commendations

*For a list of rewards, along with their points value, see annex 1*

Thresholds are set on Class Charts for a specific number of points and, as a pupil accrues these, they will receive the following rewards

- Bronze Threshold = Certificate from Head of Section (as relevant) and a treat
- Silver Threshold = Certificate (as above) and a treat
- Gold Threshold = Certificate (as above) and a treat with the Head of Pastoral Care or Head of Pre Prep (usually end of each half term)
- Platinum Threshold = Certificate and treat with the Headmaster (usually at the end of each term)

Formal prizes, certificates and colours are presented to pupils by the Headmaster at the end of each term and Speech Day. Praise, recognition, and additional awards are also issued at the prep school weekly assembly and section assemblies throughout each term.

Staff may choose to issue other small prizes in activities / at the conclusion of residential trips for example, providing they are:

- Awarded publicly and due recognition given (so no suggestion about inappropriateness or favouritism can be made)
- Small and trivial in nature
- Not routine and thereby expected – only awarded on a very occasional and more significant basis – eg at the end of a sports season (eg unbeaten season award) or at the conclusion to a residential trip
- Never awarded to court popularity with pupils
- Awarded as a means of promoting good behaviour or performance; not inadvertently encouraging poor behaviour or performance or indeed designed to humiliate or ridicule the pupil

This means that staff should:

- be aware of and understand the school's relevant policies, eg staff code of conduct
- ensure that gifts/rewards given in situations which may be misconstrued are declared to the Head of Pastoral Care and recorded – eg in a mark book and / or in Class Charts
- be generous in issuing rewards and aim to be consistent as a staff body

- only give gifts to a pupil as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally
- ensure that all selection processes of children are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual children

Tutors, Head of Section, as well as senior staff should be mindful of pupils who gain few, if any rewards over a term or a year and should aim to address this through a combination of dialogue with the pupil (to improve effort / behaviour) as well as the staff who work with that pupil (to ensure they are sufficiently consistent / generous. It is critical that staff, therefore, review Class Charts regularly to identify and be proactive in addressing these concerns at an early stage.

### **3. Sanctions Overview**

St Andrew's prides itself in achieving a balance between insisting on high disciplinary and behavioural standards from pupils at all times, within a wider framework of pastoral support and working in the long term interests of every pupil. Effective discipline is an integral part of responsible pastoral care. To be effective, discipline needs to be used in the right way. This includes a need to be authoritative rather than authoritarian and that generally and if possible, it is better to praise in public and reprimand in private (sometimes termed the PIP and RIP approach).

Children should be made aware of sanctions within the classroom and school in general at the start of each year/upon joining the school. It is generally accepted that while punishment can help to discourage and contain poor behaviour, it can have only a limited effect on the promotion of good behaviour.

When the behaviour of a child is deteriorating, he/she must be reminded of the consequences that may follow. He/she must understand that they are the ones who have choices to make, and that they can control the outcome of the situation, for better or worse. Liaison with a child's class teacher/tutors in the first instance for matters of poor behaviour or work performance is an essential part of the process of educating children into better ways. Corporal punishment should never be used at St Andrew's Prep.

Problems will generally be dealt with on a person-by-person basis while maintaining the maximum consistency possible; though sometimes, to be fair to different children, different responses are needed for ostensibly the same / similar offence. Behaviour boundaries and sanctions are applied fairly, reasonably, proportionately and without discrimination, considering SEND needs (under Equality Act 2010) as well as the additional challenges some pupils may face (see Reasonable Adjustment section).

The following guidelines are a framework within which staff should operate for all year groups so that a consistent and fair approach to discipline across the whole school is seen to be done. Staff are expected to work closely and communicate clearly with tutors, Head of Section and HoDs at all times when dealing with disciplinary issues. A united and consistent front across all staff is in everyone's interests; **by working**

consistently together as a team and by actively taking responsibility in dealing with problems which may arise, staff generate a powerful force of school improvement for the long-term benefit of pupils.

Any sanction imposed towards a pupil must be documented as soon as possible after the event. The normal mechanism for this will be via Class Charts. There is a central register of incidents when they cross a threshold to be classified as bullying and / or sufficiently serious to be recorded in the register of more serious incidents (see annex 2). Additional central records are also maintained for all exclusions. Formal letters home will be retained on the pupil's file. Other documents (such as investigative notes and email correspondence) are also retained as necessary. This is held on CPOMS.

Tutors/class teachers, supported by the Head of Section should aim to reinforce the expectations of teaching staff when notified by Class Charts by follow-up conversations with pupils. This is a daily job for each tutor/class teacher and makes pupils clear that the staff body actively communicate and reinforce expectations in situations where pupil behaviour is poor.

Frequent, informal communication with tutors, Head of Section, HoDs and parents (of positive, as well as negative feedback) reinforces the feeling in a pupil that they are cared for and that adults discuss their progress frequently and with sensitivity and have a keen interest in them as individuals. As stated, it is important that all disciplinary conversations and sanctions together with rewards are logged on Class Charts. Class Charts should provide an important documented record of evidence of praise having been offered and of consistent expectations having been maintained for each pupil at St Andrew's Prep.

### **Classroom Conduct**

For all adults responsible for the supervision and care of children, poor behaviour is best prevented rather than punished; **a fair, consistent and clearly explained set of expectations, centred around the classroom expectation charter** is a key starting point. The teacher must be alert to pupil behaviour - eye contact, close proximity, moving seats and appropriate, measured but assertive verbal comment, can all serve as effective methods of prevention. A good example is much more easily reinforced than asking pupils to do differently from what they observe their teacher doing to them. Support by way of encouragement, reassurance and merited praise is as important as challenge with high expectation (see classroom management policy)

### **Classroom Behaviour – staff response and sanctions (Reception – Year 8 pupils)**

When dealing with a pupil who is not ready to learn and does not meet the classroom expectations charter - and therefore disrupting the learning of others - a total of four stages should be followed and recorded by the teacher:

- i) A clear verbal warning given by the teacher to the pupil
- ii) **Minus** (-1 negative point on Class Charts). This is to be made clear to the pupil and the teacher has the option to move the pupil as a preventative measure to ensure the pupil does not accrue anymore classroom sanctions.



- iii) A second **Minus**. Again, this is to be made clear to the pupil and the teacher should move the pupil at this stage if they haven't already done so.

If a pupil is regularly getting to this stage in a lesson, the class teacher may opt to have a conversation with pupil (with HoD, Head of Section or Director of Studies in support if required) to reinforce expectations. This should be done privately and not in front of other pupils. This conversation must be written up on Class Charts under general concern.

- iv) A third **Minus in a lesson** – At this point, the teacher should call a member of SLT via the 'on call' button on Class Charts or send a pupil to find a member of SLT. The teacher should write a summary on Class Charts, showing the measures they implemented to help prevent the pupil getting to this stage and inform parents as such. If required, the teacher may opt to have a restorative meeting with the pupil and the Head of Section (at the request of the teacher) if required to support. Alternatively, the pupil's Head of Section, Director of Studies or Head of Pastoral Care may opt to impose a further sanction.

### **Rudeness and/or defiance in a lesson**

Any pupil who is rude and/or defiant in a lesson will, at the very least, be given a negative point but depending on the severity, this may be escalated to an immediate removal using the 'on call' button on Class Charts

### **Academic Work**

It is the responsibility of each member of staff to make sure that the work they set is completed to their satisfaction. If a child fails to do this, they must be given the opportunity to complete the task in their own free time or in a supervised "catch-up session". This may be done during a break time, lunch time or activity session, supervised by the teacher for whom the work is due to completed or another member of staff if deemed appropriate.

Staff should not penalise a child who has missed a lesson due to a school commitment. If they have concerns about a child falling behind due to school commitments, then they should speak to their HoD, the pupil's tutor or the Director Studies.

### **Weekly effort grades (Year 3-8)**

Poor/inadequate classroom performance should be addressed by the appropriate award of a low grade. The weekly effort grade will be graded as a 1, 2 or 3 (working below the expected level, working at and working above), scored against the class charter and judged on the teacher's expectations in the classroom and not against that of the individual. If an undesirable trend is developing, this should be reported by subject teachers to the child's class teacher (Juniors) or form tutor, as well as the teacher's Head of Section. If staff give an industry grade of 1, they should email the class teacher/form tutor and their Head of Section

giving a brief reason why this has been issued and there should be communication with the child's parents. Effort grades will be available weekly for each subject via the Class Charts Parent Portal. Serious academic concerns should be managed between teachers, HoDs and the DoS, alongside the SENCO and Head of Pastoral Care where appropriate, to ensure that appropriate strategies for improvement are put in place with, and for, the child concerned.

### **Behaviour outside of lessons**

Any pupil who fails to meet the general conduct expectations, either on or off school site will be given a minus on Class Charts or receive a more serious sanction (see annex 2 for a full list of behaviours and sanctions). To ensure a consistent and joined up approach, it is essential that staff are proactive and tackle any shortcomings they witness around the school site or when they are responsible for pupils offsite. Staff's input at this stage is crucial in helping pupils to reflect upon their behaviour and therefore all staff are expected to challenge pupil's conduct and behaviour when they have fallen short. Staff must speak to a pupil when they have been awarded a minus (or more) on Class Charts so that he/she can be left in no doubt as to the reason for their sanction.

For most incidents around the school site, staff should attach a little note to their entry on Class Charts with a brief overview of the incident and any input given so that the relevant pastoral members of staff are provided with a detailed account. This will be especially important should a pupil's behaviour need to be escalated as the relevant staff will have detailed records to refer to in meetings with parents and/or pupils

### **Behaviour outside of the school premises**

St Andrew's has the power to sanction pupils for misbehaviour outside of the school premises, including online conduct, to such an extent as is reasonable. The list below provides examples when we might sanction pupils for misbehaviour occurring outside of the school premises

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. As a result, we expect the same standards of behaviour and interactions online as pupils apply offline to each other. Whilst parents are responsible for their children's

online behaviour outside of school and off the school premises, we reserve the right to sanction any pupil when their behaviour online poses a threat or causes harm to another pupil.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview)

### **Community Service (Year 5-8)**

Should a pupil receive a certain number of minuses in a term, or if a Head of Section/Head of Pastoral Care deem an isolated incident appropriate, then he/she will be asked to complete a community service by the Head of Middles or Seniors at the next available break or lunch time. The Head of Middles or Seniors will notify the duty staff of the service that will be carried out.

*It is crucial that any pupil who is carrying out a community service should not be made to feel humiliated or physically exhausted by the task. The Head of Middles or Seniors should take advice from the Head of Pastoral Care if they are in any doubt when awarding the service to a pupil.*

The pupil's Head of Section should notify parents if their child is completing a Community Service.

### **Support Cards**

Where there are concerns about a child's deteriorating behaviour, a classroom support card may be introduced as a supportive measure by the Director of Studies or Head of Pastoral Care in conjunction with relevant staff to help the pupil reflect upon their conduct. Targets for improvement will be identified between the pupil and relevant staff member and these will be added to the support card on Class Charts. Staff should identify whether the pupil has met these targets at the end of each lesson and the card will be reviewed by the pupil and relevant member of staff. The pupil will remain on the support card until the member of staff identifies a change in behaviour/effort over a sustained period of time.

### **Minutes off and loss of privilege time (Pre Prep and Juniors)**

To ensure consistency in a) application from staff and b) expectations from pupils throughout the school, pupils in the Pre Prep and Junior Department may be awarded a minus for not meeting/following school expectations outside of lessons. Should a pupil in the Pre Prep or Junior dept be given a minus they will lose a minute from their privilege time. For a specific number of minuses in a term, or for more serious

isolated incidents, then they will lose their privilege time. A teacher awarding a behaviour minus should write a brief note on Class Charts to inform the pupil's class teacher and parent.

The pupil's class teacher should notify parents if their child loses a minute, or the whole of their privilege time

### **SLT time**

SLT time will follow if the poor behaviour persists, or for more serious one-off incidents (see annex 1) The SLT time takes place between 1730-1815 and is supervised by a member of the SLT. The Head of Pastoral Care will notify parents.

Pupils who accrue a certain number of community services or Stage 2 sanctions in a term will receive input from the relevant member of staff and will receive SLT time as an escalation for their continued wrong choices

### **4 Serious Sanctions overview**

A serious sanction is awarded as an escalation for any pupil who moves through sanctions process, or for very serious incidents (see annex 1). These sanctions will involve the Head of Pastoral Care and Headmaster, as well as parents and the pupil. The serious sanctions are classed as follows:

- Headmaster Time (Saturday for 90 minutes).
- Suspension
- Headmaster/Parents school review meeting

*All serious sanctions will be reported to the Governors at the termly Education and Pastoral Committee meeting.*

### **Headmaster Time**

If a child receives a Headmaster Time, an IBP (Individual Behaviour Plan) may be drawn up by the Head of Pastoral Care in consultation with the relevant members of staff. These are created when a child does not appear to be responding positively to the normal system of Rewards and Sanctions. The Head of Pastoral Care will organise for the child's parents to be called into school for a formal meeting at which the IBP will be discussed. The IBP will be circulated to all staff involved with the child concerned once it has been agreed with parents.

### **Suspension/Exclusion (see Serious Misconduct, Suspension and Exclusion Policy)**

Further poor behaviour from this point may well set a child on the path towards temporary or permanent suspension/exclusion. Certain extreme acts may, on their own, be enough for the Headmaster to suspend/exclude a child from school with immediate effect. The Headmaster will invite parents/carers to

attend a meeting prior to a suspension or exclusion and may opt to have a reintegration meeting with the pupil on the day they return to school following a suspension.

### **Headmaster/Parents review meeting**

Should a pupil continue to accrue serious sanctions following input and support from staff, it may be necessary for the Headmaster to invite parents in to review their child's place at the school. The HM may decide to put the pupil on a period of probation as part of this process and, should this be the case, then the child will get a letter in writing to confirm this arrangement.

## **5.The use of reasonable force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed' (see restraints and physical intervention policy)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The Headmaster and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **6.Reasonable Adjustment**

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Under the Equality Act (2010) and the Children and Families Act 2014, the School has an on-going duty to make 'reasonable adjustments' for disabled pupils, pupils with special educational needs and pupils deemed vulnerable by the School to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils, including discipline, behaviour and sanctions. Examples of how we may make reasonable adjustments include (not limited to):

- short, planned movement breaks for a pupil whose SEND
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- tweaking the sanction escalation process.
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned. Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance

## **7. Staff Induction and on-going support**

New pupil facing staff are sent a copy of this policy as part of their induction. In addition, they will discuss the content within this policy with the Deputy Head as part of their initial induction meeting.

Staff are encouraged to seek out behaviour management CPD opportunities to upskill them further in this area. Any member of staff who requires support with behaviour management in their classroom should speak to their line manager in the first instance.

SLT will support all staff to ensure the classroom environment enables all pupils to learn and achieve their best. There may be occasions when SLT need to meet with staff to review strategies to support them further. Additionally, all members of staff should feel that they can approach SLT to ask for support or advice in dealing with situations or pupil.

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Annex I – list of rewards

List of daily awards	Points value
Token for good work	1 point per token
Independent learning	1 point
Teamwork	1 point
Creativity	1 point
Critical thinking	1 point
Resilience	1 point
Communication	1 point
Challenge completed	1 point
Moral code daily awards	Points value
Courage	1 point
Courtesy	1 point
Gratitude	1 point
Helpfulness	1 point
Honesty	1 point
Kindness	1 point
Respect	1 point
Weekly awards	Points value
HM Merit	3 points
Star of the week	3 points
Form/group of the week	3 points
Junior Cup	3 points
Player of the week	3 points
HM Commendation	10 points
Junior reading thresholds	1-5 points
Star speller (Juniors and Pre Prep)	3 points
Weekly effort = working at teacher's expectation (Year 3-8)	1 point
Weekly effort = working above teacher's expectation (Year 3-8)	2 points
Star speller (Juniors)/Super speller (Pre Prep)	5 points
Kindness patch (Pre Prep)	3 points
Magnificent Moment (Pre Prep)	3 points
Super Star Swimmer (Pre Prep)	3 points
PE Star of the week (Pre Prep)	3 points
Games Star of the week (Pre Prep)	3 points
Dancer of the week (Pre Prep)	3 points
Reward Thresholds	Reward
Bronze Threshold	Certificate and treat
Silver Threshold	Certificate and treat
Gold Threshold	Certificate and treat with Head of Pastoral Care/Head of Pre-Prep (end of term)
Platinum Threshold	Certificate and treat with Headmaster (end of term)
Top individual point scorer from each dept (not from winning house)	Join reward trip

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## Annex 2 – Behaviour Escalations

(all behaviours are -1 point on Class Charts and are cumulative across the term)

Stage in Behaviour Escalation	Stage 1: Minus Point & Tutor informal discussion	Stage 2: Tutor Student Intervention	Stage 3: HoJMS Student Intervention	Stage 4: Loss of Time (CS, AI, LoPT)	Stage 5: Parental Meeting	Stage 6: SLT Time & Intervention (1730-1815)	Stage 7: Head's Time (60 min Sat AM)	Stage 8: Suspension / Exclusion
Staff responsible	Recorded by Class Teacher & Tutor	Recorded by Tutor	Recorded by HoJMS	Awarded by HoJMS	Awarded by HoJMS, Tutors to join	Awarded by Head of Pastoral Care or Director of Studies	Awarded by Head of Pastoral Care and Headmaster	Awarded by Head of Pastoral Care and Headmaster
Suggested Point Value	1 Minus Point	3 Minus Points	6 Minus Points	10 Minus Points	13 Minus Points	16 Minus Points	20 Minus Points	25 Minus Points
Class Charts Reporting	Reported to Form Tutor, Head of Section and Parents via Class Charts	Reported to Form Tutor, Head of Section and Parents via Class Charts	Reported to Form Tutor, Head of Section and Parents via Class Charts	Reported to Form Tutor, Head of Section, Parents & Head of Pastoral Care via Class Charts	Reported to Form Tutor, Head of Section, Parents & Head of Pastoral Care via Class Charts	Reported to Form Tutor, Head of Section, Parents, SLT via Class Charts	Reported to Form Tutor, Head of Section, Parents, SLT via Class Charts and Governors	Reported to Form Tutor, Head of Section, Parents, SLT via Class Charts/ EC Head and Governors
Parent contact	Parent contact: Automatically sent via Class Charts	Parent contact: Tutor	Parent contact: HoJMS & Automatically sent at 8	Parent contact: Automatically sent via Class Charts	Parent contact: HoJMS	Parent contact: Member of SLT	Parent contact: Member of SLT	Parent contact: Headmaster

Additional consequences used, but not limited to, in conjunction with this table include:

- Minutes off (Pre-Prep & Juniors)
- Academic Support Cards
- Change of iPad Passcode – 2 in a week



Potential Behaviours – 1 Negative Point on Class Charts		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Distracting others</li> <li>• Silliness</li> <li>• Not following instructions</li> <li>• Unprepared for learning</li> <li>• Uniform Issue</li> <li>• Incomplete/Missing Prep</li> <li>• Misuse of iPad</li> <li>• Rough play</li> <li>• Running in school</li> <li>• Eating sweets/Gum</li> <li>• Unkindness</li> <li>• Innapropriate language</li> <li>• Talking in assembly/chapel</li> <li>• Minus (other</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate physicality</li> <li>• Out of bounds</li> <li>• Phone</li> <li>• Offsite behaviour</li> <li>• Disrespect or Defiance</li> <li>• Swearing</li> </ul>	<ul style="list-style-type: none"> <li>• Damage/Graffiti</li> <li>• Fighting</li> <li>• Extreme disrespect/defiance</li> <li>• Online conduct</li> <li>• Smoking or vaping</li> <li>• Innappropriate conduct towards peers</li> <li>• Prohibited items</li> <li>• Stealing</li> <li>• Innappropriate sexual conduct</li> </ul>
Any behaviour may be given an escalated consequence by HoJMS or HPC/DoS if appropriate	Likely to result in consequences of Stage 3 or above being given	Likely to result in consequences of Stage 6 or above being given

# St Andrew's Prep

## EASTBOURNE

### Annex 3 – list of sanctions

Negative behaviours and actions	What will happen?
<b>Behaviour in Classroom</b>	<b>Sanction/possible sanction</b>
Incorrect equipment/kit	warning/Minus
Not meeting classroom charter/poor classroom behaviour	warning/Minus
Three negatives in a lesson/extreme rudeness	pupil removed
A pupil continuing to accrue classroom negatives	intervention
Misuse of iPad x 2	Passcode changed for 1 week by the Head of Pastoral Care
<b>Behaviour outside of the classroom</b>	<b>Sanction</b>
Poor appearance	Minus
Rowdy behaviour (including movement around the school)	Minus
Not following General Behaviour Charter	Minus
Unkindness	Minus
Out of Bounds (including in changing rooms)	Minus
Inappropriate language	Minus
Breaking a school rule	Minus
Being awarded several warnings in a short period of time from the same member of staff	Minus
Not handing in an electronic device	Community Service
Poor behaviour offsite when representing the school	Community Service
Defiance	Community Service
5 minuses in a term	Community Service/intervention
Misuse of iPad x 2	Passcode changed for 1 week by the Head of Pastoral Care
<b>Serious Incidents</b>	<b>Sanction</b>
2 <sup>nd</sup> Community Service of the term/intervention unsuccessful	SLT Time
Swearing	SLT Time/Serious Sanction
Damage to school property/graffiti	SLT Time/Serious Sanction
Fighting	SLT Time/Serious Sanction
Rudeness/blatant lying to staff	SLT Time/Serious Sanction
Online Conduct	SLT Time/Serious Sanction
Inappropriate child on child interactions	SLT time/Serious Sanction
2 <sup>nd</sup> SLT Time of the term	Serious Sanction
Smoking/Vaping	Serious Sanction
Brining prohibited items into school	Serious Sanction

## Classroom Expectations

As Pupils of St Andrew's Prep, in the classroom we agree to:

- ◇ Arrive on time for every lesson and be prepared to learn
- ◇ To have the correct equipment/kit
  - ◇ Listen and follow instructions
- ◇ Put up our hand when we want to contribute (unless told otherwise)
- ◇ Look after our own property
- ◇ Look after property that belongs to other people, including the school
- ◇ Treat others with kindness and respect
  - ◇ Not stop others from learning
  - ◇ Take pride in our classwork

## General Conduct Expectations

As Pupils of St Andrew's Prep,  
outside of the classroom we agree to:

- ◇ Be kind
- ◇ Treat others how we would want to  
be treated
- ◇ Follow the Androvian Moral Code
- ◇ Move about the school campus in a  
calm manner
- ◇ Look smart
- ◇ Show respect for the school and each  
other
- ◇ Be positive
- ◇ Support each other

