



Fulham
PREP

**BEHAVIOUR, REWARDS AND SANCTIONS
POLICY PART II: PREP**

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1. Introduction

This policy lays out the specific procedures in place to manage behaviour at Fulham Prep. It should be read in conjunction with the Behaviour, Rewards and Sanctions Policy Part I: Whole School and associated policies.

2. Promoting Good Behaviour

To encourage positive behaviour staff should act as good role models to pupils and employ a variety of strategies inside and outside the classroom.

Strategies to encourage good behaviour may include:

- Making class rules and expectations clear to pupils.
- Using positive and specific praise: notice and actively reward pupils for doing things right.
- Encouraging pupils to be responsible for their own behaviour.
- Treating all pupils equally in all lessons.
- Recognising good social interactions and rewarding appropriately.
- Minimising the potential for disruption.
- Respecting cultural differences, and avoiding stereotypes.
- Being sensitive to pupils' individual needs in a learning or social context.
- Being alert to bullying and unkindness.
- Using class-specific strategies such as point awards, designing class posters to encourage good behaviour, inviting pupil contributions to help self-regulate within the class.
- Celebrating positive behaviour in assemblies and around the School.

We aim to ensure that rules:

- Are kept to a necessary minimum
- Are positively stated, telling the pupils what to do rather than what not to do
- Are understood by all with everyone encouraged to play a role in their development
- Have a clear and explicit rationale
- Are consistently applied and enforced
- Promote the idea that every member of the school has shared responsibilities

The PSHE curriculum includes work on self-esteem, building self-confidence, exploring and valuing diversity and reinforcing positive behaviour. PSHE lessons encourage pupils to co-operate with each other and to value others. PSHE is delivered in Fulham Core at the start of each day using Jigsaw resources to cover all national standards.

3. Rewards

Our emphasis is on rewards to reinforce positive and appropriate performance and behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued and supporting pupils' self-esteem. We issue rewards in the following ways:

- Verbal praise: given by staff in class, playground, assembly, around school.
- Individual/class achievement charts and points/stickers: these may be used by teachers for their form/subject class to encourage better behaviour/standards of work.
- Particular praise from Senior Staff: pupils are also sent to Heads of Year/ Deputy Heads / Head for specific congratulation (Gold Cards).

- House points/Green Cards: Every child can gain points for their House (Bishops, Crabtree, Hurlingham and Peterborough) at all stages of the School. At the Prep School the majority of House Points are issued as Green Cards (some activities, such as an incidence of good behaviour in the playground or reading a book from the reading tree, may be rewarded with a House Point but not a card). All House Points/Green Cards are logged on PASS and the record is shared with staff weekly. Form teachers are encouraged to inform parents and children should take Green Cards home.
- Gold Cards: rare awards for exceptional pieces of work or instances of behaviour. Logged on iSAMS. 10 house points. Gold Card award includes meeting with Head who communicates directly with parents.
- ‘Star of the Week’ and ‘Green Card Ninja’: a child in every Year 3 and 4 class is awarded ‘Star of the Week’ once a week, and the child with the most Green Cards is rewarded as ‘Green Card Ninja’.
- Values Awards: each Form Teacher nominates one member of their form on a weekly basis who has most closely followed the school values. All Values Awards winners are announced in assembly and the Head communicates with parents. A Values Awards certificate is presented to the child in assembly.
- Merit Certificates: awarded in assembly once a term to pupils for outstanding effort/behaviour/achievement. Form teachers also give certificates relating to pastoral care and peer support.
- Fulham Core Awards: given to individual pupils for their contribution to school life and for consistently exhibiting the school values.
- Positions of responsibility: these are used as a way of rewarding those who behave in a consistently good manner. Roles include School Prefect, House Captain and Vice-captain, and School Ambassador.
- ‘Congratulation Board’: to recognise successes both within the school and outside the school where a child has achieved something of note.

House Points/Green Cards should be given for something ‘out of the ordinary’. For example:

- An excellent piece of work for that child.
- Showing real courtesy to others over a period of time.
- Showing commendable consideration to a fellow pupil who is upset/ hurt.
- Being helpful at a school event.

The House Point/Green Card/Gold Card/Values Award should be recorded on iSAMS as soon as possible:

- Go to Pupil Manager ✎ Search Pupil by surname ✎ Reward and Conduct Manager ✎ Prep Awards ✎ Green Card. Add a brief description, name of awarding teacher and date of entry.

Green Cards are recorded using a stamp on their work and added to isams. In some cases (eg. good behaviour in the playground or reading a book from the reading tree) it may not be feasible to stamp a piece of work but the child is informed of the award and it is recorded on isams.

The list of weekly rewards and sanctions is sent to all staff via Deputy Head Pastoral so that form teachers can acknowledge in person. . This information should be used proactively:

- Praising children who achieve Green Cards/Gold Cards/Values Awards/Ninjas, especially those who may not often receive recognition.
- Emailing parents, again especially where recognition would be particularly appreciated.
- Identifying children who are not often recognised and seeking ways to acknowledge their contribution.

Gold Cards are rare awards for exceptional pieces of work or outstanding examples of positive behaviour. . The Gold Card will be issued by the teacher and the pupil will take the Card and any associated work to the Head. Parents will always be informed by the Head and the achievement will generally be celebrated in other ways, such as via assemblies and using display boards around the School. Gold Cards carry an award of ten House Points.

4. Discouraging Negative Behaviour

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour should it occur. In an environment where respect is central, loss of respect or disapproval is a powerful sanction.

Our use of fair sanctions is characterised by certain features:

- It is always made clear why the sanction is being applied.
- It is always made clear what changes in behaviour are required to avoid future sanctions.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is punished.

Where behaviour is causing repeated concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action to deal with the problem. Any further disciplinary action required will be discussed with the parents.

Sanctions and strategies may have to be changed or modified to cover unexpected behaviour or situations e.g. on a school visit.

5. Sanctions

Unacceptable behaviour will lead to the following sequence of events. In certain cases, some or all of the steps in the sequence may be bypassed, depending on the severity and/or the location of the behaviour in question. All staff and pupils should be aware of the order of events. Pupils must always be clear that their actions will have consequences for themselves and others and understand why a sanction is being used. Staff should always be consistent in the application of sanctions, which should be given calmly and reasonably.

The following procedures are in place for pupils in Year 5-8. For pupils in Years 3 and 4 see the note that follows.

- 1) Verbal warning given.
- 2) For low level disruption a child will be warned again and asked to change their behaviour. The teacher will make a note on iSAMS as a 'Behaviour Concern'.
- 3) Third verbal warning. The child will be told to stay behind at the end of the lesson, when they will be issued a HoY/form teacher **lunchtime detention** (also to be recorded on iSAMS). The length and timing of the detention is at the discretion of form teacher and HoY who will set an appropriate task (for example, writing an apology note or reflection on inappropriate behaviour).
- 4) Homework: for the first problem with homework children should be given a warning. A repeat offence with the same teacher should see them receive a lunchtime detention.
- 5) For persistent or more serious offences (eg inappropriate or disrespectful language or

persistently disruptive behaviour) or two separate missed homeworks in one week a pupil will receive a HoY/SLT **after-school detention**. Subject teachers should therefore ensure they keep track of all missed homework on iSAMS to enable the detention to be awarded by the HoY if necessary. After-school detentions take place from 4-4.30pm. Pupils will be required to complete a written task reflecting on their behaviour or summarising this policy. The HoY will contact the pupil's parents in advance to inform them of the detention and the reason it was awarded.

- 6) In serious instances, a pupil may be required to attend a Headmaster's detention after school. This will take place from 3.50-4.30pm. Again, the HoY will inform parents in advance.
- 7) In instances where inappropriate or challenging behaviour is persisting despite sanctions being given teachers should consult with the HoY and SLT on effective procedure. As a last resort a teacher may send a pupil out of a lesson for a short period (less than five minutes); the child must remain in eyeshot. The HoY should then be informed of the incident. In the most severe and unusual cases the teacher may request a member of SLT to attend there and then. An email should be sent to the SLT copying Mrs Warrington and Mrs Kelly and the child asked to wait at the door. The first member of SLT to respond should collect the child and speak to them; if none are available Mrs Kelly or Mrs Warrington should attend. They will keep the child until the end of the lesson with a meeting scheduled with one of the Deputy Heads at another point in the day.
- 8) Where the Deputy Head believes the circumstances warrant it, a subsequent meeting will be arranged with the Head to which parents will be invited.

Target-Tracking: in order to monitor a pupil's behaviour, organisation, effort or academic progress, a pupil may be placed on a target-tracking book for a fixed period of time, typically a week. They will agree targets with their form teacher/HoY/member of SLT before starting this process and parents will be informed. Pupils with a target-tracking book should have it signed by each teacher at the end of each lesson with reference to their targets. They will also be asked to reflect on their day in writing in the book.

There are three types of target-tracking book:

- a) Form teacher target-tracking. Pupils must report to their form teacher at the start of each day with their completed monitoring book signed by all teachers and their parents for the previous day. If they do not have a lesson signed, they need to find the teacher to request that they sign the book.
- b) HoY/SLT target-tracking. Pupils must report to the HoY/SLT member at the start of each day with their completed monitoring book signed by all teachers and their parents for the previous day. If they do not have a lesson signed, they need to find the teacher to request that they sign the book.
- c) HoY/ SLT break-time behaviour tracking book. Pupils will be required to have their tracking book signed by the member of staff on duty at break and this will be discussed with the HoY/SLT member.

Years 3 and 4: Where there are behavioural concerns, teachers record these on iSAMS and the 'time-out' list.

- 1) Year 3 pupils attend a 'time-out' at morning break, miss an Astroturf session at break and/or are asked to write an apology letter.

- 2) Three time-outs in a week will lead to the HoY/form teacher meeting with the parents of the pupil.
- 3) For repeated issues, a pupil may be sent to the HoY, Pastoral Lead or the Deputy Head Pastoral or Academic.

Pupils in Years 3 & 4 will not receive detentions but may be placed on a target-tracking book.

Appendix 1: Fulham Prep School Rules

Fulham Prep is a positive community built on mutual trust and respect. In general specific rules are kept to a minimum: where pupils make mistakes or engage in negative behaviour staff respond firmly, kindly and consistently, taking into account individual circumstances.

In addition some guidelines and restrictions are not within the scope of these general rules (for example, specific points of behaviour within the playground or dining hall). These points will be communicated to pupils via form teachers and arrangements may change from time to time. The following should therefore be taken as general guidance.

Attendance, dress, possessions

The school opens at 8.15am. Where pupils are at school for an earlier activity such as choir the member of staff responsible will allow access as appropriate. Pupils should not enter the main building until 8.20 earliest, though exception will be made in wet weather. All pupils register in forms by 8.30am latest. Any late arrivals must sign in at reception before joining their form or teaching set.

Pupils are dismissed at 3.50pm. In Years 3-6 dismissal takes place in the playground. All pupils must shake hands with their teacher before joining their parents or carers. In Years 7-8 dismissal takes place outside form rooms. All pupils should have left school grounds by 4pm unless they are taking part in a club or sporting activity, in which case they will be supervised by a member of staff.

Pupils should always attend smartly dressed in the correct uniform. During breaks and play a certain latitude is always permitted with regards to uniform: for example ties may be worn loose and shirts untucked. However, when returning to class all pupils should once again be tidy, smart and ready to learn.

Hair should not be dyed and hair-cuts should be sensible and moderate. Loose hair should be tied back throughout the day.

Pupils are discouraged from wearing jewellery to school, not least as treasured items may be lost. Any jewellery worn should be discreet and moderate: for example one simple bracelet or ring. Form teachers may prohibit particular items, for example if a pupil is regularly distracted by a piece of jewellery. Where pupils have pierced ears only plain studs may be worn; these must be covered or removed before PE, as must watches. Other piercings are not generally permitted though where jewellery is worn for cultural or religious reasons this should be discussed with staff; flexibility will be shown where appropriate.

No nail varnish, make-up or temporary or permanent tattoos are permitted, including henna.

All possessions should be clearly named. Pupils remain responsible for the tidiness of all possessions, including bags and coats, throughout the school day.

Mobile and electronic devices

No pupils in Years 3-5 may bring in mobile phones or electronic devices. In Years 6-8 children may bring mobile phones to school. These must be handed to the form teacher at the start of the day and reclaimed at dismissal. Smart watches may be worn but their notification functions should be turned off.

Fulham School recognises and values the use of technology in the classroom. Students will have access to school devices and taught the principles underlying their sensible and creative use.

Respect for the environment

All pupils should respect the environment of the school and help to keep it tidy. Food should only be eaten in the dining room or where specific permission has been given by form teachers, for example for birthday celebrations. All members of the community share a responsibility to preserve the buildings and play spaces and keep them in good order.

During breaks pupils are only permitted into the main school building with an appropriate pass, available from the duty teacher (unless wet-weather play is in operation).

Deliberate damage to school property will always be treated as a serious disciplinary issue.

Respect for each other and the community

All pupils should:

- Show respect for all individuals within the school community: pupils, adults and visitors.
- Respect the race, religion and culture of others and understand that everyone has an equal value and equal rights.
- Value each others' opinions, speak and act courteously and treat each other as they themselves would wish to be treated.
- Take personal responsibility for their own behaviour and as witnesses to the behaviour of others.
- Respect all personal property.
- Show respect for the school environment inside and outside the classroom and take shared responsibility for tidiness and good order.
- Support and encourage fellow pupils to fulfil their potential.
- Act with kindness, consideration and courtesy at School and when representing the school in any capacity both in person and online.
- Attend school punctually and smartly dressed in the correct uniform or following the correct dress code and with all necessary materials.
- Attend class with all necessary equipment for lessons, paying close attention, and co-operating well with teachers and other pupils.

Representing the school

All pupils are expected to behave with kindness, consideration and courtesy when representing the School. This applies whenever pupils are wearing school uniform; when they are in the vicinity of the School; when they are on School trips and excursions; and when they are representing the School in anyway online. At all such times pupils are expected to present themselves and their School creditably and in a positive way.

Strictly forbidden

The following behaviours are strictly forbidden:

- Dangerous behaviour especially in science labs and around sports equipment
- Bullying of any kind including cyber-bullying
- Stealing
- Deliberate lying and deception
- Rudeness, defiance, disrespect and aggression
- Fighting and all forms of physical violence

- Vandalism, graffiti and any deliberate damage to school property
- The possession of pornographic images
- The possession or misuse of alcohol, cigarettes (including e-cigarettes) or drugs
- The possession or use of weapons

Appendix 2: Expectations for an Effective Learning Environment

Fulham Prep supports all its pupils to achieve at their own best level. In order to attain the most effective learning environment, teachers need to demand consistently high standards of behaviour both in and out of the classroom. Emphasis should be placed on achieving a calm, orderly, positive atmosphere in which enthusiasm and motivation for learning can be generated and fostered. The pervading expectation by the teacher should be that a positive effort will be made by pupils to understand the work in hand to enable good progress to be made.

Below is an outline for recommended good teaching practice.

Before the lesson

- An orderly start to a lesson includes the way that pupils come into the classroom.
- Pupils should line up outside the classroom as directed by the teacher.
- Pupils should enter quietly, in an orderly fashion.
- Pupils should stand in silence behind their seats and sit down when asked by the teacher.

The start of the lesson

- The lesson should start smoothly and promptly and encourage a positive attitude to learning.
- There should be a clear, formal beginning to each lesson. Resources should be ready, prepared in advance.
- Teachers should ensure that all pupils are paying attention.
- There should be a clear, precise introduction to the day's topic, unless initial uncertainty is being used deliberately.
- It is important that teachers should keep pupils engaged at all times.
- Clear guidance and directions should be given concerning what is expected of pupils during the day's class or activity.
- A regular 'routine' should be established so that it is clear to pupils what is expected from them (the giving out books; how to obtain attention from the teacher; what to do when they have finished a task, etc).
- Teachers should operate a formal seating plan based on their knowledge of pupil behaviour.

During the lesson

- Teachers should reinforce details of what they are teaching by using the board by noting vocabulary to help spelling and increase familiarity with specialist language, to put headings etc.)
- Teachers should make demands on pupils to speak clearly, audibly and at a good pace. Instructions should be broken down and not given all at once.
- Teachers must ensure that there are appropriate tasks available for pupils to do during any time that may arise when a student finishes a piece of work, before others finish.
- The presentation of pupils' work should be given high priority; pupils should be encouraged to check their work for mistakes; they should be reminded to read texts carefully and take more responsibility for their own learning.
- Teachers should ensure that pupils are engaged with the learning process and amend accordingly. Particular consideration should be given to the pacing of the lesson.
- Teachers should look for opportunities to praise pupils for their work and for their positive approach to the learning process.
- Pupils should use the toilet at break and lunchtime and should not leave lessons unless necessary.
- When adults visit pupils should stand before being invited to sit by form teachers.
- Teachers should employ sensible strategies to counter low-level disruption before it becomes a

disciplinary concern, for example separating children who may be chatty. Good behaviour in the classroom should be taught and learned.

The plenary session

- Teachers should ensure that, by the end of the lesson, homework has been written down from the board in diary planners in Years 3 & 4 and uploaded to Teams for Years 5 – 8 and has been clearly understood by pupils.
- The teacher should return to the learning intention of the lesson and remind the pupils of the progress that has been made during the lesson. The teacher should also point to the next stage in the learning process.
- There should be a clear, positive ending to the lesson.