

Behaviour, Rewards & Sanctions Policy (A7)

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To uphold the Fulham Core Values exclusion
- To make clear and appropriate responses to the age and needs of individuals, including in regard to awareness of Health and Safety and the Rule of Law
- To give pupils, parents and staff clear guidance on expectations and how to reward positive behaviour and address negative behaviour fairly and consistently and clearly lay out staff roles and responsibilities.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [The Equality Act 2010](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [The Education \(Independent School Standards\) Regulations](#)

Introduction

Fulham School seeks to develop pupils who can:

- Creativity and resiliently solve problems
- Work independently, collaboratively and lead others
- Show respect and compassion as global citizen

As such, Fulham School is a community of learning in which all individuals, adults and pupils alike, are respected and their individuality valued; where pupils are encouraged to achieve and self-discipline is promoted; where good behaviour is the norm, the aims of the School are understood, supported and applied by all and rewards and sanctions are applied fairly and consistently.

This policy seeks to promote common expectations regarding standards of behaviour throughout Fulham School, and provide particular support for staff. A positive school community is one built around a set of common core values, to enable mutual respect and trust.

The policy is based on the Fulham Core Values:

- Embracing innovation and enquiry
- Positive engagement
- Universal wellbeing
- Global responsibility

We seek to create an environment which encourages and reinforces good behaviour by using these values as the lens through which we view our community and the actions within it. This policy aims to reinforce that approach, set high expectations and clear procedures to ensure fairness and consistency.

The policy is available to all via the website or by email request to the School. It should be read alongside:

- the Child Protection and Safeguarding Policy (A1)
- the Anti-Bullying Policy (A3)
- the Equality, Disability and Discrimination Policy (C1)

Expectations

Pupils arrive at school with different patterns of behaviour and norms of expectation; we recognise that the starting point for each child is different and that circumstances outside of school may affect pupils' behaviour in school. The School creates an environment that is safe, physically and emotionally, and in which rewards and sanctions are applied fairly and consistently, through clear expectations (based upon Fulham Core Values, Health and Safety aspects and the Rule of Law).

Some pupils may require additional consideration when implementing this policy. These are pupils with Special Educational Needs or Disabilities (SEND) and other groups defined by as 'at risk' within the education system, such as minority ethnic and faith groups and pupils who need support to learn English as an additional language (EAL). Pupils in these groups may require the School to take account of their individual needs and circumstances when applying this policy; the School will always review these considerations.

However, the following general principles apply to all pupils at all stages of the School, as we work towards communal standards of behaviour based on our Fulham Core Values. Pupils should:

- Show respect for all individuals within the School community: pupils, adults and visitors, as well as their views and property, and the environment.
- Take personal responsibility for their own behaviour and as witnesses to the behaviour of others.
- Act with 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.
- Promote fundamental British values.
- Have regard for awareness of Health and Safety and the Rule of Law

All pupils have the right to:

- Be heard
- Have the opportunity to learn in a safe and secure environment
- Be treated fairly and equally

At all stages of the School some behaviours are unacceptable. See the section on serious misbehaviour and appendices which outline these for each phase of the School.

Promoting Good Behaviour and Discouraging Negative Behaviour

Good behaviour will be recognised whenever possible and actively encouraged through class management and application of reward systems; the support of Fulham Core Values will be actively promoted via appropriate and specific awards per stage. Unacceptable behaviour will be discouraged through the same routes and by the application of sanctions. Rewards and sanctions will be applied consistently throughout the School.

Each stage of the School follows its own age-appropriate procedures to encourage good behaviour and discourage negative behaviour. See the relevant appendices 1, 2 & 3 of this policy (Fulham Pre-Prep, Fulham Prep or Fulham Senior) for further details.

Our approach is that repeated good behaviour accumulates rewards and poor behaviour accumulates sanctions- e.g. three poor behaviours at level one means pupil progresses to next sanction at level 2, two poor behaviours at level two means pupil progresses to next sanction at level three and only one sanction at level three is usually allowed before permanent exclusion. This is because we see our education extending to behaviour and understand pupils need an opportunity to learn from mistakes. However, any behaviour can be deemed to need a higher-level sanction and be immediately addressed at level 2 or 3 accordingly.

Similarly, good behaviour accumulates and is recognised in celebrations at ends of term. It also contributes to House Points which culminates in community celebrations.

Corporal Punishment, Restraint and Use of Force and Search

Corporal punishment is prohibited for all pupils; it is not used and nor is it threatened. This includes the administration of corporal punishment to a pupil during any activity, whether or not within the School premises. The prohibition applies to all 'members of staff'. This also includes all those acting *in loco parentis*, such as unpaid volunteer, supervisors, etc.

Staff may use reasonable force to prevent pupils from committing an offence, causing injury to themselves or others, or causing damage to property. See Physical Restraint and Use of Reasonable Force Policy (C5).

Serious Misbehaviour

The School takes a zero-tolerance approach to any form of serious misbehaviour. Certain behaviour will not be tolerated in any circumstances and will escalate straight to the most serious sanctions - examples include, but are not limited to:

- Racist, sexist, homophobic or discriminatory behaviour
- Sexual violence (including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Bullying/harassment (including sexual, homophobic, and racial), noting that in the anti-bullying policy there is a clear statement that bullying/harassment will not be tolerated (including cyber).

- Dangerous behaviour especially in science labs and around sports equipment • Fighting and all forms of physical violence
- Stealing/theft
- Rudeness, defiance, disrespect and aggression
- Deliberate lying and deception
- Vandalism, graffiti and any deliberate damage to school property
- Smoking
- Possession or use of any prohibited items, such as:
 - Knives or weapons
 - Alcohol
 - Drugs (including illegal drugs and the misuse of prescription and over counter medication) - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Snus
 - Fireworks
 - Pornographic images
 - Any item that is either illegal to purchase in the UK or illegal to use.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

In these instances, a senior staff member should be sent for (generally a member of the SLT or Safeguarding Team). They will respond appropriately to the circumstances. In most instances involving behaviour of this kind, a meeting will be held with the Head and parents as soon as possible to discuss next steps (see 'Procedures in the Event of Serious Misbehaviour').

It should be noted that ongoing low level poor behaviour will also face ongoing escalation of sanctions and in such cases the same processes will be followed.

Sanctions for Serious Misbehaviour or Repeated Poor Behaviour The sanction applied will be considered in context of:

- The nature of the issue(s)
- previous issues
- any special needs (SEND) of individual pupil The options include:
- Space and time to reflect for a fixed period to enable appropriate time out for all involved (including internal suspension).
- Temporary exclusion (suspension): for a fixed period, which may be as little as half a day or may extend for a longer period. Generally temporary exclusion would not exceed a period of five days.
- Permanent exclusion (requirement to leave): a pupil is required to leave the school by the Head, but without the stigma of expulsion.
- Permanent exclusion (expulsion): a pupil is required to leave following serious misconduct, which is formally recorded.

The Head of School Stage (Pre-Prep, Prep or Senior) will always oversee the procedures that follow to decide the sanction, informing the Executive Head and notifying The Chair of Governors.

Procedures in the Event of Serious Misbehaviour

Behaviour that may result in a form of time out or exclusion includes, but is not limited to, the Serious Misbehaviour outlined above (it would also include a cumulation of lower-level poor behaviour). A pupil may be required to leave if, following appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil or the School for the pupil to remain.

The procedure in the case of serious misbehaviour or repeated lower-level poor behaviour follows three stages: Investigation, Disciplinary meeting and Governors' review.

Investigation

Where serious misbehaviour is reported or suspected (or low-level poor behaviour is sustained) a suitable member of staff will investigate. Generally, this will be a Head of Year, Assistant Head or Deputy Head. The Head will be kept informed. It may be necessary for a pupil to be temporarily excluded while the investigation is conducted. This period of exclusion should not exceed five school days. If it is impossible to conclude the investigation in this time the School will make appropriate arrangements to support the education of the pupil to the best of its ability. In cases where a criminal offence is suspected the police will be called immediately. If a pupil is suspected of abuse of another pupil, Children's Social Care will be contacted immediately. Refer to Child Protection and Safeguarding Policy with particular note to guidance on child-on-child abuse.

Search

Searches may be conducted in accordance with statutory safeguarding and privacy requirements. Namely the advice in the following document will be followed:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

A search will be requested if there is concern about any prohibited items (see list above). These items may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. CCTV may be used to decide if search warranted.

Clothing will only be searched if the pupil removes it voluntarily. No intimate search or physical compulsion of a pupil to remove clothing will be undertaken. Only outer clothing will be searched. The Head or Exec Head should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy)

Interviews

If pupils are interviewed as part of an investigation into serious misbehaviour, then parents will usually be informed as soon as possible after and before any sanction is imposed. Pupils will be accompanied by a member of staff whose role is to support them, generally the form teacher or tutor. Minutes of the interview will be taken and kept on record.

All investigations will be fair and fitting to the ethos of a supportive school environment. Staff will make every effort to minimise anxiety to pupils.

All findings will be presented to the Head or Exec Head with the key points noted and recorded. The investigation may conclude that there has been no case of serious misbehaviour and that a lesser sanction or no sanction is appropriate. Parents will be informed if this is the outcome.

Disciplinary meeting

Where the Head is satisfied that serious misbehaviour may have occurred a disciplinary meeting will be convened. The Executive Head, and Chair of Governors will be informed, and the parents or carers of the pupil made aware of the nature of the meeting in advance. Where appropriate any evidence or report may be made available to parents before the meeting is held. Pupils will generally attend unless agreed otherwise between the Head and the parents or carers of the pupil.

At the meeting the investigating member of staff will present their findings. Parents or carers and, if appropriate, pupils will be able to state their side of the case.

The Head may reach a decision at the meeting or take time to consider the circumstances. Rarely the Head may convene a second disciplinary meeting. Generally the Head will decide whether:

- Further investigation is warranted
- A lesser or no sanction should apply
- A serious sanction such as exclusion should apply

The Head's decision will be made in consultation with the Executive Head and will be communicated to parents usually within 24 hours of the meeting in term time; if a second meeting is warranted the final decision will again usually be communicated within 24 hours of the meeting taking place. In cases involving permanent exclusion the Head will seek to agree the nature of the leaving status with parents. Where no agreement can be reached the Head will determine the pupil's leaving status, as well as addressing other matters, for example:

- Whether (if relevant) the School can offer assistance in finding an alternative placement for the student.
- Arrangements (if relevant) for transfer of any course and project work to the student, his/her parents or another school.
- Whether (if relevant) the student will be permitted to return to school premises to sit public examinations.
- The conditions (if any) under which the student may re-enter school premises in the future.
- Financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees.

Permanent exclusion will come into effect seven days after the communication of the decision to parents in writing. Until this leaving date the pupil will remain temporarily excluded. If parents wish to review the decision they must apply in writing to Governors before the leaving date.

Governors' review

Any appeal to Governors must state the grounds on which an appeal is made: a disagreement with the decision of the Head will not in itself be grounds for appeal.

The review will be undertaken by at least two members of the Board of Governors. If appropriate, the Governors may include an independent party not concerned with the management of the School.

The review will include a meeting with parents as soon as reasonably practicable. Parents and the Head will submit any material for consideration in advance of the meeting and this will be circulated to all those attending. A friend or relation may accompany parents if they wish, but the meeting is not a legal proceeding and legal representation is not necessary. Governors must be informed in advance if the friend or relation attending is legally qualified.

A review meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential and not disclose any details unless required by law.

The review will consider the procedures applied by the Head. Governors will not re-instate a pupil against the wishes of the Head. They may decide to uphold the Head's decision or refer the decision back to him or her with recommendations, including the recommendation to re-consider.

Governors will communicate their decision to parents, the Head and the Executive Team of Fulham School in writing within three days of the review meeting. If the decision is referred back to the Head then he or she will respond in writing within 24 hours. In the absence of any significant procedural irregularity emerging the Head's decision will then be final.

Nature of proceedings

While cases involving exclusion are by their nature difficult and can be emotionally traumatic, every effort will be made to conduct proceedings in a sensible, reasonably informal and collaborative manner.

- Unnecessary legalistic terminology will be avoided
- Decisions will be taken at the civil standard, i.e. the balance of probabilities
- Hearsay evidence may be reasonably considered
- Statements will be unsworn
- Meetings will be minuted and all participants are welcome to keep notes but meetings will not be recorded
- All involved will be expected to show courtesy and consideration

Appendix 1: Pre-Prep Rewards and Sanctions

In the Pre-Prep our aim is to reward positive behaviour and performance through a range of methods, to enhance pupils' self-esteem and help them recognise the value of appropriate actions. We also adopt the habit of "Praising in Public, Reminding in Private".

The following methods are used:

- Regular praise from adults throughout the school for work, attitude, manners and behaviour.
- Individual teacher motivational stickers, charts and goals in classrooms to praise, support and extend
- Completion of rewards card that recognises students who have demonstrated one of the school's four values
- House points which are recorded on charts in classrooms and other areas of the school with the totals announced in a weekly assembly
- Head's award stickers for significant pieces of work. These achievements are recorded in iSAMS
- Weekly Celebration Book where one child per class is recognised for a particular achievement which may be academic, or pastoral. This list is also displayed on the Parents' Board to share their successes
- Spotty Box recognition. This consists of children bringing in examples of achievement outside school to share with their peers
- Golden Plate Awards for good table manners and behaviour at lunch time
- Positions of responsibility given to children who are good role models and contribute positively to school life
- Head's Certificates for remarkable acts of kindness, significant achievements or other notable behaviour
- Verbal conversations with parents to share particular events of note

- End of term “Values Badges” with each class teacher nominating 4 pupils who have lived the school values

Type of award	Awarding teacher	Logged on iSAMS	House points
Head’s award	Head (selected by Form Teacher)	Head	2
Celebration book	Any teacher	Awarding teacher	5
Head’s Certificate	Head	Head	5
Values badges	Form Teacher	Awarding teacher	10

Sanctions

While our emphasis is always on rewarding good behaviour, there are occasions when sanctions need to be implemented to respond to actions that have been unkind, harmful or dangerous. Wherever possible these will be done with the intention of helping the pupil to recognise where they have gone wrong and supporting them to make amends.

Examples of behaviour that may need addressing and possible sanctions are:

Steps	Behaviour	Possible consequence
Step 1, Teacher	Unkindness to others Failure to follow instructions Obvious disengagement with learning Disruption of others learning Inappropriate behaviour around school Unsafe behaviour	Discussion and acknowledgement of consequences for themselves and impact on others Time out to consider actions AND Sanction logged on iSAMS as Step 1 by teacher
Step 2, Deputy Head	Three or more Step 1 behaviours Refusal to follow instructions of adults anytime Physical intimidation or intentionally rough play Repeated acts of unkindness towards others	Discussion with Deputy Head about actions and consequences Behaviour Book/Chart to remind pupil and to record patterns AND Sanction logged on iSAMS as Step 2 by Deputy Head
Step 3, Head	Three or more Step 2 behaviours Bullying behaviour – verbally, physically or online Deliberately damaging school property Stealing Abusive or defamatory language towards the protected characteristics	Discussion with Head about actions and consequences. Consideration of how to make amends Next steps agreed Letter of apology Parents informed AND Sanction logged on iSAMS as Step 3 by Head

Appendix 2 – Prep Rewards and Behaviour Levels

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.
- Completion of rewards card that recognises students who have demonstrated one of the school's four values. Completion of the card results in a values award.
- House points/Green Cards: Every child can gain points for their House (Bishops, Crabtree, Hurlingham and Peterborough) for demonstrating the school values within their conduct or application to their schoolwork. 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 iSAMS.
- Gold Cards: rare awards for exceptional pieces of work or instances of behaviour. Logged on iSAMS. Gold cards are equivalent to 5 House points and these should be logged on iSAMS. Gold Card award includes meeting with Head
- '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'. Star of the week certificates are equivalent to 5 house points and these should be logged on iSAMS.
- Values Awards: each Form Teacher nominates one member of their form on a fortnightly basis who has most closely followed the school values. Values Awards winners and certificates are announced in assembly. Values awards are equivalent to 5 house points and these should be logged on iSAMS.
- Fulham Core Awards: Awarded by the Form Tutor or Head of Year at the end of each term. These are awarded to pupil in each form with most House points and the pupil with biggest improvement in House points (e.g. change in ranking). Fulham Core Awards are equivalent to 10 house points and these should be logged on iSAMS.
- Merit Certificates: Awarded by each department/faculty for the child who has demonstrated excellence within that subject during the year. This could be based on attainment, progress, or conduct/behaviour. Merit Certificates are equivalent to 10 house points and these should be logged on iSAMS.

Type of award	Who awards	Who logs on iSAMS	House point equivalent
Green Card	Any teacher	Awarding teacher	1
Gold Card	Any teacher	Awarding teacher	5
Star of the Week	Form Tutor	Awarding tutor	5
Values Awards	Form Tutor	Awarding tutor	5
Fulham Core Awards	Form Tutor	Awarding tutor	10
Merit Certificates	Head of Department / Faculty Lead	Awarding teacher	10

For a top student for values awards, they will receive an Amazon voucher.

Sanctions and Behaviour Levels (Prep)

While our emphasis is always on rewarding good behaviour, there are occasions when sanctions need to be implemented to respond to actions that have been unkind, harmful or dangerous. Wherever possible these will be done with the intention of helping the pupil to recognise where they have gone wrong and supporting them to make amends.

Examples of behaviour (not an exhaustive list) that may need addressing and possible sanctions are:

Level 1 Misbehaviour	Level 2 Serious Misbehaviour (Or any repeated level 1 behaviour)	Level 3 Serious Misbehaviour (Or any repeated level 2 behaviour)
<p>Low level continuous disruption in lessons affecting the learning of others (chatting, calling out etc)</p> <p>Pupil not prepared for lessons (incomplete homework, not having correct equipment)</p> <p>Inappropriate movement around school (running, pushing/jumping on stairs)</p> <p>Repeated lateness to school and/or lessons without reason</p> <p>Failure to follow adult instructions</p> <p>Repeated incorrect uniform</p> <p>Littering</p> <p>Using electronic devices to access noneducational content in school (games, social media sites)</p> <p>Using equipment inappropriately or without respect</p> <p>Use of inappropriate language</p> <p>Failure to complete classwork</p> <p>Not following bus rules and expectations</p> <p>Failing to consider another's needs or opinions</p> <p><i>Any other behaviour deemed Level 1 misbehaviour</i></p>	<p>Hurtful comments or behaviour towards others (in person or online) that may include reference to protected characteristics</p> <p>Deliberate invasion of personal space that causes distress, fear or physical harm</p> <p>Failure to attend lessons or leaving the school without permission</p> <p>Behaviour that affects the safety of yourself and others</p> <p>Disobedience, defiance or disrespect towards an adult</p> <p>Inappropriate use of technology including unkindness to others or viewing inappropriate content</p> <p>Taking images or videos of another student without permission</p> <p>Deliberate lying and deception</p> <p>Damage to school or other students' property</p> <p><i>Any other behaviour deemed Level 2 serious misbehaviour</i></p>	<p>Racist, sexist, homophobic or discriminatory behaviour</p> <p>Sexual Violence</p> <p>Sexual harassment</p> <p>Deliberate misbehaviour that leads to harm or poses a serious threat to others</p> <p>Fighting and physical violence</p> <p>Possession of prohibited items or offensive weapons</p> <p>Bringing alcohol, tobacco, drugs or other items that can be used for substance abuse into school</p> <p>Setting off a fire alarm deliberately</p> <p>Posting videos/images on the internet/social media that bring the school or an individual into disrepute including sexual or/and violent content</p> <p>Repeated and purposefully hurtful behaviour (bullying) towards other students either in person or online</p> <p>Repeated negative language or attitudes towards another student or adult</p> <p>Stealing/theft</p> <p>Vandalism, graffiti and any deliberate serious damage to school or other students' property Senior</p> <p><i>Any other behaviour deemed Level 3 serious misbehaviour</i></p>
Possible Sanctions & Consequences:		

<ul style="list-style-type: none"> • Verbal Warnings, • Time Out (Year 3 & 4) or Lunchtime detention (Years 5-8) <p>If Level 1 misbehaviour is repeated 3 times, then it usually moves to Level 2 sanctions</p>	<ul style="list-style-type: none"> • Lunchtime Detention (Years 3 & 4) • After School Detention (Years 5-8) • Heads Detention (Years 5-8) • Daily report card • Behaviour contract <p>If Level 2 serious misbehaviour is repeated 2 times, then usually moves to Level 3 sanctions</p>	<ul style="list-style-type: none"> • Heads Detention (Years 3 & 4) • Fixed-term Suspension (as appropriate) • Permanent Exclusion or Expulsion
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Appendix 3 Sanctions and Behaviour Levels (Senior)

While our emphasis is always on rewarding good behaviour, there are occasions when sanctions need to be implemented to respond to actions that have been unkind, harmful or dangerous. Wherever possible, these will be done to help the pupil recognise where they have gone wrong and support them to make amends. Examples of behaviour that may need addressing and possible sanctions are:

Level 1 Misbehaviour	Level 2 Serious Misbehaviour (Or any repeated level 1 behaviour)	Level 3 Serious Misbehaviour (Or any repeated level 2 behaviour)
<p>Low level continuous disruption in lessons affecting the learning of others (chatting, calling out etc)</p> <p>Pupil not prepared for lessons (incomplete homework, not having correct equipment)</p> <p>Inappropriate movement around school (running, pushing/jumping on stairs)</p> <p>Repeated lateness to school and/or lessons without reason</p> <p>Failure to follow adult instructions</p> <p>Repeated incorrect uniform</p> <p>Littering</p> <p>Using electronic devices to access noneducational content in school (games, social media sites)</p> <p>Using equipment inappropriately or without respect</p> <p>Use of inappropriate language</p> <p>Failure to complete classwork</p> <p>Not following bus rules and expectations</p>	<p>Hurtful comments or behaviour towards others (in person or online) that may include reference to protected characteristics</p> <p>Deliberate invasion of personal space that causes distress, fear or physical harm</p> <p>Failure to attend lessons or leaving the school without permission</p> <p>Behaviour that affects the safety of yourself and others</p> <p>Disobedience, defiance or disrespect towards an adult</p> <p>Inappropriate use of technology, including cyberbullying or viewing inappropriate content</p> <p>Taking images or videos of another student without permission</p> <p>Deliberate lying/deception</p> <p>Damage to school or other students' property</p>	<p>Racist, sexist, homophobic or discriminatory behaviour</p> <p>Sexual Violence</p> <p>Sexual harassment</p> <p>Deliberate misbehaviour that leads to harm or poses a serious threat to others</p> <p>Fighting and physical violence</p> <p>Possession of an offensive weapon</p> <p>Bringing alcohol, tobacco, drugs or other items that can be used for substance abuse into school</p> <p>Setting off a fire alarm deliberately</p> <p>Posting videos/images on the internet/social media that bring the school or an individual into disrepute including sexual or/and violent content</p> <p>Repeated purposefully hurtful behaviour (bullying) towards other students either in person or online</p> <p>Repeated negative language or attitudes towards another student or adult</p> <p>Stealing/theft</p>

<p>Failing to consider another's needs or opinions</p> <p><i>Any other behaviour deemed Level 1 misbehaviour</i></p>	<p>Use of phone when it should be stored securely</p> <p>Caught out of bounds</p> <p>Swearing at other students</p> <p><i>Any other behaviour deemed Level 2 serious misbehaviour</i></p>	<p>Vandalism, graffiti, and any deliberate serious damage to school or other students' property</p> <p>Plagiarism</p> <p>Serious inappropriate behaviour</p> <p>Smoking or possession of banned items</p> <p><i>Any other behaviour deemed Level 3 serious misbehaviour</i></p>
Possible Sanctions & Consequences:		
<ul style="list-style-type: none"> Verbal Warning, Time Out or lunchtime detention (as appropriate) If low-level misbehaviour is repeated then the following sanction escalation <p>If Level 1 misbehaviour is repeated 3 times, then it usually moves to Level 2 sanctions</p>	<ul style="list-style-type: none"> After School Detention Fixed-term internal exclusion Daily report card Behaviour contract <p>If Level 2 serious misbehaviour is repeated 2 times, then it</p>	<ul style="list-style-type: none"> Fixed-term suspension Permanent Exclusion
	<p>usually moves to Level 3 sanctions</p>	
<p>All sanctions and detentions should be recorded in iSAMS giving reason and clearly stating the actual sanction.</p>		

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 and around school.
- Completion of rewards card that recognizes students who have demonstrated one of the school's four values. Completion of this will result in Values award.
- Written feedback: use of stickers/stamps, etc. 3 of these equates to a reward point, which should be recorded in iSAMS.
- House points: Every child can gain points for their House (Bishops, Crabtree, Hurlingham and Peterborough) for demonstrating the school values within their conduct or application to their school work. All House Points are logged on iSAMS.
- Student of the Week: Awarded by each department/faculty for the child who has demonstrated excellence within that subject during the week. This could be based on attainment, progress, or conduct/behaviour. Certificates are equivalent to 2 house points, and these should be logged on iSAMS.

Type of award	Who awards	Who logs on iSAMS	House point equivalent
House Points	Any teacher	Awarding teacher	1

Student of Week	Any teacher	Subject lead or teacher	2
Head's Certificate	Head	Head	5
Values Certificate	Head	Head	5

For a top student for values awards, they will receive an amazon voucher