



## 1.3a Policy for Rewards & Sanctions (EYFS & KS1-3)

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## Policy for Rewards & Sanctions

At Notting Hill Prep, we encourage each child to be the best person he/she can be. Our pupils have an innate self-confidence gained over many years of being allowed to grow into themselves.

We place emphasis on developing our children into confident and caring young people. We focus on their ability to cooperate, to think and act collaboratively and to show consideration for the feelings and needs of others.

It is with these key tenets in mind that we aim to promote attitudes and values necessary for children to feel positive about themselves and their learning. This in turn promotes good behaviour based on mutual respect between all members of the school community.

The **Policy for Managing Behaviour** defines the many ways NHP encourages good citizenship, responsible behaviour and empathy.

We believe that good behaviour should be acknowledged and rewarded and that behaviour which is below expectations should result in monitoring and investigating to determine if there is an underlying pastoral issue with the child, at the same time as an appropriate sanction being given.

We believe that behaviour should be managed consistently throughout the school and that sanctions and rewards should also be managed and distributed fairly and consistently. All staff are made aware of the procedure and policy on Rewards and Sanctions. Deputy Head Pastoral and Heads of Lower, Middle and Upper Schools ensure consistency.

### **Restorative Justice**

A pastoral approach underpins much of our behaviour management, particularly where the behaviour is persistent. When reflecting (with a teacher) upon their actions, children may be asked these types of questions: What happened? What were you thinking about at the time? What was the effect on other people (the victim)? What do you need to do or say to fix things? How can we make sure this does not happen again? What can we do to help you?

The aim is to encourage reflection on the behaviour with a view to engineering change in thinking and doing.

### **Requesting Attention**

All staff and children at NHP are aware of the practice of raising a hand to request attention. The person requesting attention will raise their hand and all staff and children will raise a hand and go silent as a response. Once the member of staff requesting attention has lowered their hand then everyone else may do so too. Should a staff member need to talk to the children during this process, then they should lower their hand when talking and then raise it again afterwards if needed. This method is a calm process that negates the need to raise one's voice. However, if a sound is needed to start off the process (e.g. a clap or chant) then this may be done before raising a hand.

### **The Behaviour Tree Map**

The Notting Hill Prep Behaviour Tree Map (**Appendices 1, 2 and 3**) gives clear procedure guidelines for rewards and sanctions that are given for different levels of positive and negative behaviour. The Behaviour Tree Map is not the behaviour management system itself, but rather the foundations that individual teacher's strategies rest on, as we accept that teachers have different styles, as well as individual classes responding in different ways. The Behaviour Tree Map has been differentiated for the different sections of school. In the Lower School, the Behaviour Tree Map has also been differentiated for teacher reference and for displaying in the classroom.

## 1. Rewards

Praise and encouragement have a constant presence in the NHP classroom, and house -points and rewards are given fairly and often.

All Form Teachers are expected to have a visual House Point reward system displayed in the classroom, to act as a reminder and incentive for good behaviour. Whilst we would like the motivation for good behaviour to be intrinsic, we accept that the extrinsic motivation of the displayed class reward is needed to help some children learn to manage their behaviour. (NB: Subject teachers with a fixed teaching room, should also set up a visual reward system to use with their classes e.g. Art and Music rooms). All reward or point systems used with the children are converted to House Points, which go towards a child's individual house point total, as well as being included in the running total for their particular house. See Appendix 4 which outlines the House system (including how house points are recorded and tracked).

### Lower School

Rewards are linked to positive choices and achievements and focus on the specific behaviours we wish to improve. They are part of the 'language' of NHP and include:

- Earning house points
- Positive reinforcement and verbal praise
- Written comments, stickers and stamps in books and on work
- Showing work to the class
- Stickers, commendations, certificates
- Letters/notes to parents
- 'Golden time' and special activities
- Special responsibilities/privileges
- Visits to the Head or Head of Lower School to show good work

For rewarding persistently good effort or behaviour or for rewarding excellent attainment or behaviour, the following rewards are given:

- Student of the Week
- Student of the Term
- End of Year Form Prize
- End of Year Habits Prize
- Certificates of Excellence for Music, Sport and Art

### Middle & Upper School

These typically include:

- Verbal praise
- Written comments in books and on work
- Showing work to the class
- Earning house points
- Displaying work for others to see
- Letters/notes/email and calls to parents

For rewarding persistently good effort or behaviour or for rewarding excellent attainment or behaviour, the following rewards may be given:

- Student of the Week (Middle School)
- Head's Merit award (Upper School) Head's Merit award is a postcard that is given out in any lesson for a pupil who has had an exceptional lesson. The child brings the postcard to show a member of SMT and explain why they have received it. The SMT member then

- announces it in assembly. The child receives 3 house points
- 'Laudatio' (which is the name given to a Student of the Term award) – given to those who have performed well across a number of subjects during the term
- Colours for Music, Sport and Art (awarded at the end of each term)

**NB** The term 'good work' is relative to each child's ability and individual standards, not a set level for all. It involves work and actions which reflect effort and are good for that child.

### Other Rewards and Awards

When a child has achieved outside school (e.g. Music grade certificates, performing well in a chess championship, winning a writing or art prize) these achievements are always celebrated publicly (e.g. in the weekly newsletter and/or in assemblies) in the same way as those gained in school or under a school initiative.

### External Providers

If a club is being run by an external member of staff, they will have received basic information on appropriate rewards to use as part of their induction. If they have a concern about behaviour or witness behaviour that requires a formal sanction, then they should contact the child's form teacher or a member of senior management to deal with the situation. In the mean time they may give the child a timeout or ask them to go and sit at reception rather than continuing with the club.

## **2. Sanctions**

Children are regularly reminded of school rules and expectations of behaviour and effort. Teachers use a variety of methods to manage behaviour in class and around school – and should remain calm at all times. NHP rejects the use of corporal punishment, which is against the law. In incidents where a child's behaviour is below expectations, the following sanctions are in place depending on the severity of the misdemeanour.

Whilst the Behaviour Tree Map sets out the typical consequences for certain types of behaviour, teachers are also trusted to use their professional judgement to deal with behaviour as it arises, as long as that judgement is exercised within the school ethos and rational explained in the Policy for **Managing Behaviour**. The needs for specific methods that can be applied to particular year groups are discussed and agreed upon in staff meetings. These methods should still follow the school ethos but may be slightly different in application from methods used in the rest of the school. Teachers should take into account:

- The age of class i.e. treat Year 4 with different expectations to Year 8.
- Any special educational needs when managing behaviour e.g. a child with ASD may need a differentiated behaviour plan and a child with difficulties with working memory may need different forms of reminders for a set of instructions.
- The type of lesson they are teaching e.g. an active, fast-paced lesson may mean leniency is needed towards calling out
- External factors that may be having an effect on a child's behaviour e.g. parents separating etc
- External factors that may have an effect on the whole class e.g. stress or pressure during 11+ exam period

## Lower School

We encourage children to reflect on their behaviour. We make them aware of the consequences of bad behaviour. Classroom expectations for each lesson are made very clear – the ‘protocols’ we must agree to make sure that everyone can do their best learning in the lesson, drawing on NHP Habits and the Behaviour Tree Map.

It is important for our children to clearly link a specific behaviour with its consequence. Staff will use the Behaviour Tree Map as a guide to appropriate consequences. The consequence needs to be a natural consequence, which makes sense to the child.

Typical consequences include:

- A stern look
- A reminder to focus on the activity in hand
- A reminder to manage impulsivity or be gentle with each other
- Time out for a short while if behaviour is inappropriate
- Completing a reflection sheet with the Head of Lower School. The reflection sheet will be kept on file and parents will be informed (See Appendix 6)
- Going to see the Head if behaviour concerns safety issues, such as talking when crossing the road

**Reparation:** all staff follow up bad behaviour with reparation

Reparation means:

- Repairing relationships or ‘making good’ in some way
- Children should always be given the opportunity to repair, and should want to do this

## Middle and Upper School

Sanctions in the Middle School and Upper School fall into two categories – Thinking Time and Culpas. Thinking Time is used to address a broad range of issues, where a little more consideration is needed on the students’ behalf. This is a supportive discussion, with a non-judgemental tone and focus on resolving any issues and most commonly may take the form of an open discussion between pupils and teachers. Culpas are a more serious sanction, issued where behaviour has significantly crossed a line and involved wilful unkindness or endangered health and safety.

### Stop and Think Cards – a warning system

In consultation with both teachers and pupils, it was agreed that sometimes a physical, tangible warning can have a positive impact on changing behaviour in the classroom.

In the event of disruptive behaviour, a teacher may place a “Stop and Think” Card on the child’s desk. This will serve as a warning to the child that their behaviour might need to change to avoid a further discussion, without disrupting the flow of the lesson.

At an opportune moment, the teacher will then discuss the reason why a “Stop and Think” card was given and discuss ways in which another sanction can be avoided.

Sanctions for one-off instances of misbehaviour may still be issued without a warning card having been given.

## Thinking Time

### **Rationale**

As a Thinking School, we know that children sometimes need a little time to reflect when their work or behaviour has fallen short of the school's standards.

From Years 3-8 there is an opportunity for children to spend thinking about how they can take positive steps with the Head of Section at breaktime each day.

This is intended as a non-punitive measure and an opportunity to move on constructively from minor issues.

The children might be encouraged to take some Thinking Time for a variety of smaller issues:

- Repeated low-level disruptive behaviour
- Incomplete classwork/homework
- Disorganisation
- Over-exuberance in the playground

### **Procedure**

Members of staff will warn the children that their behaviour or rate of work might require some additional Thinking Time at break. If there is no change in behaviour the member of staff will inform the child that they will need to see the Head of Section during the next available break time and email the HoS to confirm.

Thinking Time is recorded informally by the Head of Section and is not communicated to the parents as a matter of course. In the event that a pattern emerges and a child requires Thinking Time on a number of occasions for similar issues within a half-term, parents will be contacted by the Form Teacher to explore further solutions. Given that Thinking time is intended as a supportive measure, it might be mutually agreed between the pupil and the teacher that parents will be contacted to discuss the best way to work together.

The Thinking Time might involve a variety of different tasks appropriate to the issue, including using the school's reflection sheets (See Appendix) to identify Thinking School habits which can support the pupil moving forwards. It may also be as simple a task as completing an unfinished homework. These tasks are always intended to be a constructive response to the issue, rather than as a punishment.

## Culpas

### **Rationale**

Culpas are issued for more serious behaviour issues, especially where there is evidence of intent or a risk of harm to others

- Not behaving safely
- Persistent unkindness
- Damage to property
- Inappropriate language or behaviour

### **Procedure**

Ordinarily there will be a warning in advance of a Culpa, but a Culpa may be issued immediately in response to one off incidents of significant misbehaviour.

For our children in Year 3, behaviour is managed in the same way as the Lower School, as described

above, without the need for culpas.

For our children in Year 4, we recognise that they are at a different stage of their ability to manage their behaviour and we are also aware of any anxieties that they may have based on detention alongside older children. Therefore, in the first two terms, instead of being issued with a culpa and going to detention, they meet with their Form Teacher at break time to discuss what happened and how it can be prevented in the future. The Form Teacher then decides whether any further sanction is needed. In the Summer term, the form teachers will discuss with the Deputy Head Pastoral and Head of Middle School whether culpas can be introduced, as part of the transition to the expectations and procedures of Year 5.

Receiving a culpa results in a detention during the nearest morning break time (depending on timetabling issues e.g. PE lessons). It is a time for a child to reflect on their behaviour and consider how they can improve in the future. The child completes a reflection sheet during the detention, including restorative questions (see Appendix 6). In some Culpa incidents, the child writes a letter of apology to the relevant person, or makes some other reparation as appropriate to the misdemeanour. This might be carrying out a service to the school community, such as sorting and returning lost property or sharpening pencils.

In the event of a Culpa being issued, parents will always be contacted to address the seriousness of the misbehaviour.

If multiple Culpas are issued to the same child within a half term, the following procedure will be followed.

**1st Culpa** – The member of staff issuing the Culpa sends an email to the parents of the child involved as soon as possible CC'ing HoS, DHP, having submitted a draft as necessary.

**2nd Culpa** – The Form Teacher sends an email home clarifying that the next Culpa will incur a 20 minute after school detention with HoS and offering more general support.

**3rd Culpa** – HoS sends email home clarifying that behaviour has still not been addressed and to arrange an after school detention  
Detention after school arranged (30 mins)

**4th Culpa** – DHP/Head involved in further correspondence and escalation.

### After-school detention

If a child receives a third culpa in a term, they will have a 20-minute-long detention after school with their Form Teacher. This will be an opportunity to reflect on their behaviour and to discuss ways to get back on track and prevent further culpas.

If your child receives a fourth culpa in a term, they will have an hour-long detention after school with a member of the Senior Leadership Team. In this detention, they will discuss what changes need to be made and some form of intervention will be arranged e.g. a mentor, report card or seeing the

School Counsellor. They will also discuss what consequences will occur if any more culpas are received e.g. Saturday morning detention.

More serious misdemeanours will result in an after-school detention lasting one hour with the Deputy Head Pastoral.

In all cases, parents will be informed.



### Weekend detention

During the detention for a fourth culpa, the staff member will explain what consequences will follow, should the misbehaviour and culpas continue. For children in the Upper School, this may include a weekend detention. Serious cases of bullying and behaving unsafely or extreme cases of irresponsible behaviour towards school property or property of others may also result in a weekend detention or a period of internal exclusion (see policy for Managing Behaviour and Exclusion policy).

### Further Disciplinary Actions

If these sanctions do not appear to be affecting change in a child's behaviour, alternative sanctions may be put in place. This may be a particular set of rules for a year group or for specific children, depending on the behavioural problem.

The Deputy Head Pastoral monitors the number of culpas and detentions on a weekly basis and will meet with parents, alongside the Head and/or SENCO if necessary, to discuss persistent poor behaviour of a pupil. If it is felt that all possible methods of support and necessary sanctions have been put in place but that behaviour is still not improved, the Deputy Head Pastoral will consult with the Head as to whether disciplinary procedures set out in the Exclusion Policy should be followed. Parents will be kept informed at all times.

In some cases, if a child has physically hurt someone or has become aggressive or refused to follow the sanctions staff have put in place, their parents may be called to come and collect them. Depending on the age and needs of the child, and taking into account the situation, their behaviour may not always warrant a formal 'exclusion' (see Exclusion Policy). Rather, sending them home allows the child to have the time and distance needed to calm down and to reflect on their behaviour away from school. It also gives the other children affected some space. The child may return to school later that day, or the following day, depending on the time and nature of the incident. In the event that the parents are unable to collect the child, provision will be made in school to supervise them in a separate, safe location, away from class. The child's parents will be invited in for a follow-up meeting to discuss any such incident and how best to support the child with any behavioural issues in the future. If such behaviour happens again, a formal 'internal' or 'external exclusion' may be enforced. This will be formally recorded and shared with future schools, in line with our Exclusion Policy. It is important to note that in all instances, any special educational needs will be taken into account and the school will work closely with the parents and any external specialists throughout this process.

### Report Cards and Golden Books (Middle and Upper School)

At times, on a case-by-case basis, a child may need further support to monitor and then reflect on behaviour. In these cases, the teacher may create a 'Report Card' for the child. The Report Card should be based on a particular focus or goal that has been agreed upon by the child and teacher (parents can also be part of this discussion). Report Cards may take different forms depending on the needs of the child. Usually, it involves filling in a grade, comment or rating on the report card at the end of each lesson for the agreed focus. Sometimes both the child and teacher will fill this in, providing an opportunity to compare different perceptions and expectations of behaviour.

To promote purely the positive aspects of a child's behaviour and actions, it may be decided that a Golden Book will be used. At the end of each lesson the teacher should write any positive comments in the child's Golden Book. The child then has a record of their positive actions at school and can also show this to their teachers and parents. The aim is to create a shift in mindset from thinking about

themselves as someone who gets into trouble and can't seem to do things right, to someone who can achieve and have a positive experience at school.

Both Report Cards and Golden Books also provide an additional form of information sharing between the child, teachers and parents. This ensures that all parties are aware of behaviour, goals and achievements.

### Record Keeping and Monitoring

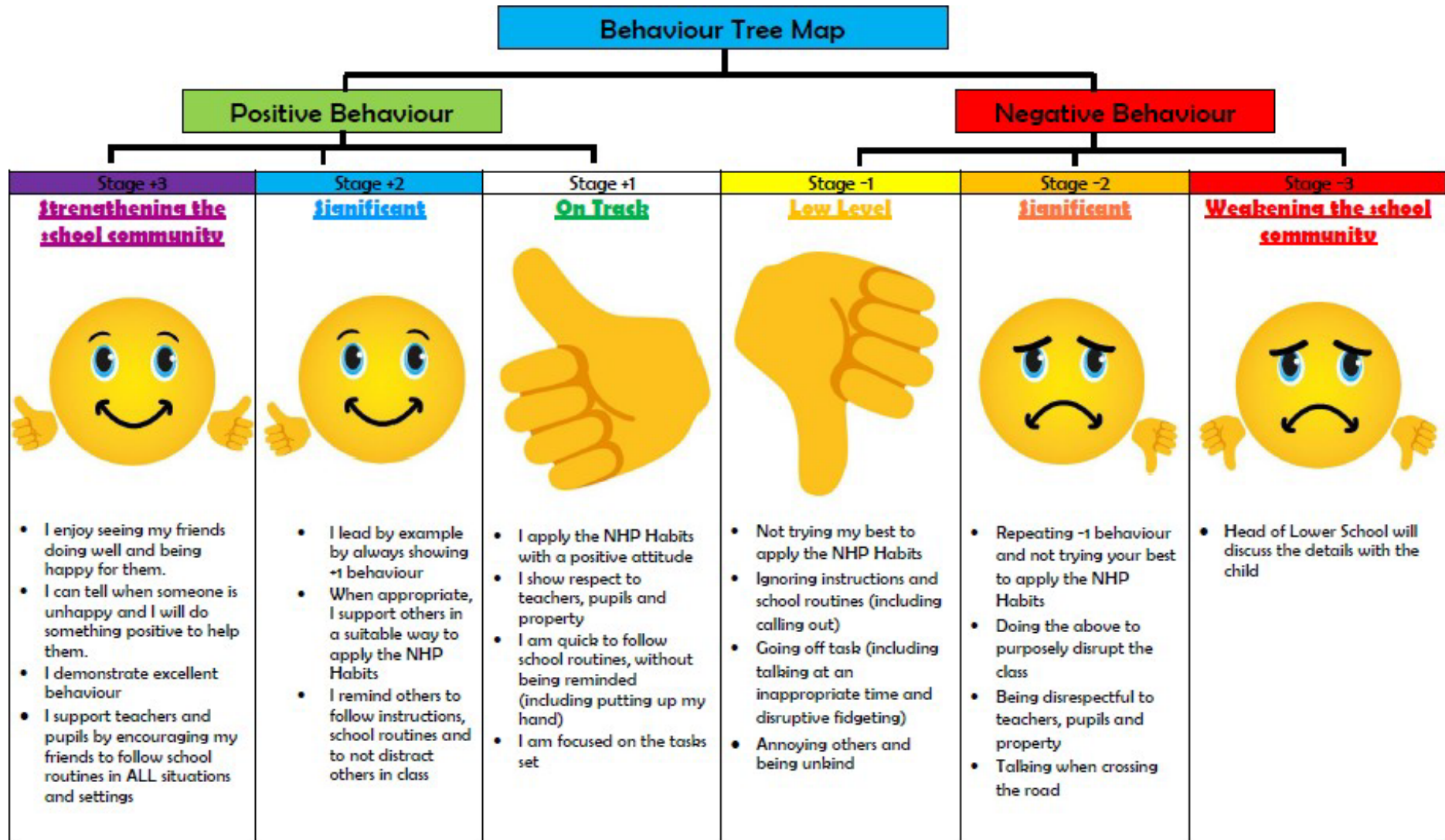
- All rewards and sanctions must be logged so we keep a record, year on year. This helps us to see patterns of behaviour and also ensure consistency and fairness.
- The vast majority of rewards and sanctions are recorded on ISAMS (e.g. STUDS, Culpas)
- Completed reflection sheets are saved by each Head of Section as evidence
- Culpas must also be logged on ISAMS so an email can be sent home to the relevant parents by the staff member on detention duty. See Appendix 5
- At the end of each week a Sanction Summary is sent round to Middle and Upper School staff by a member of the Pastoral MMT. This information is lifted from ISAMS and summarises culpas in each form (Y5-8) for that week
- Serious behavioural incidents and any bullying is recorded in a separate log by the Deputy Head Pastoral
- Form teachers are responsible for logging the weekly STUDS for their form on ISAMS. They must check the records (a central spreadsheet) each week so STUDS can be awarded to different children over the course of each term. Specialist teachers will nominate children for STUDS in section meetings each week
- See Appendix 4 for information on how House Points are recorded
- All relevant staff are kept informed of behaviour issues and concerns. We believe strongly in the need to keep parents informed of any negative behaviour, including repeated low-level disruptive behaviour by a child.
- 'Children of Concern' for each year group are raised in the Lower and Middle and Upper School staff meetings each week. The minutes are then emailed to all staff

### Playground Procedures

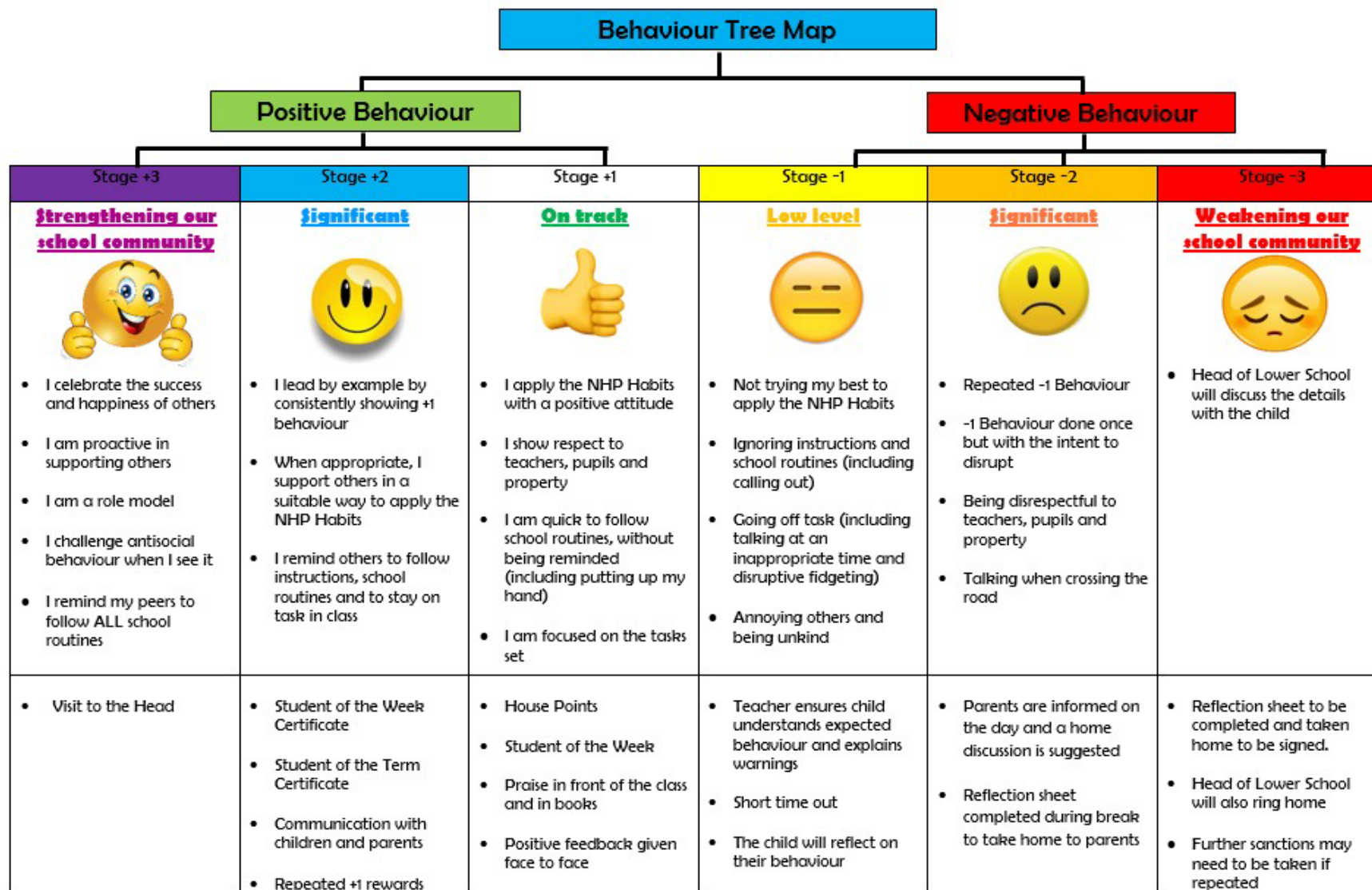
The Playground staff are trained in the **NHP Rewards & Sanctions Policy**. They additionally have further sanctions, e.g. timeout. Please see separate **Policy on Playground Procedures**.

The Deputy Head Pastoral has a weekly meeting with the playground staff to discuss any issues or needs.

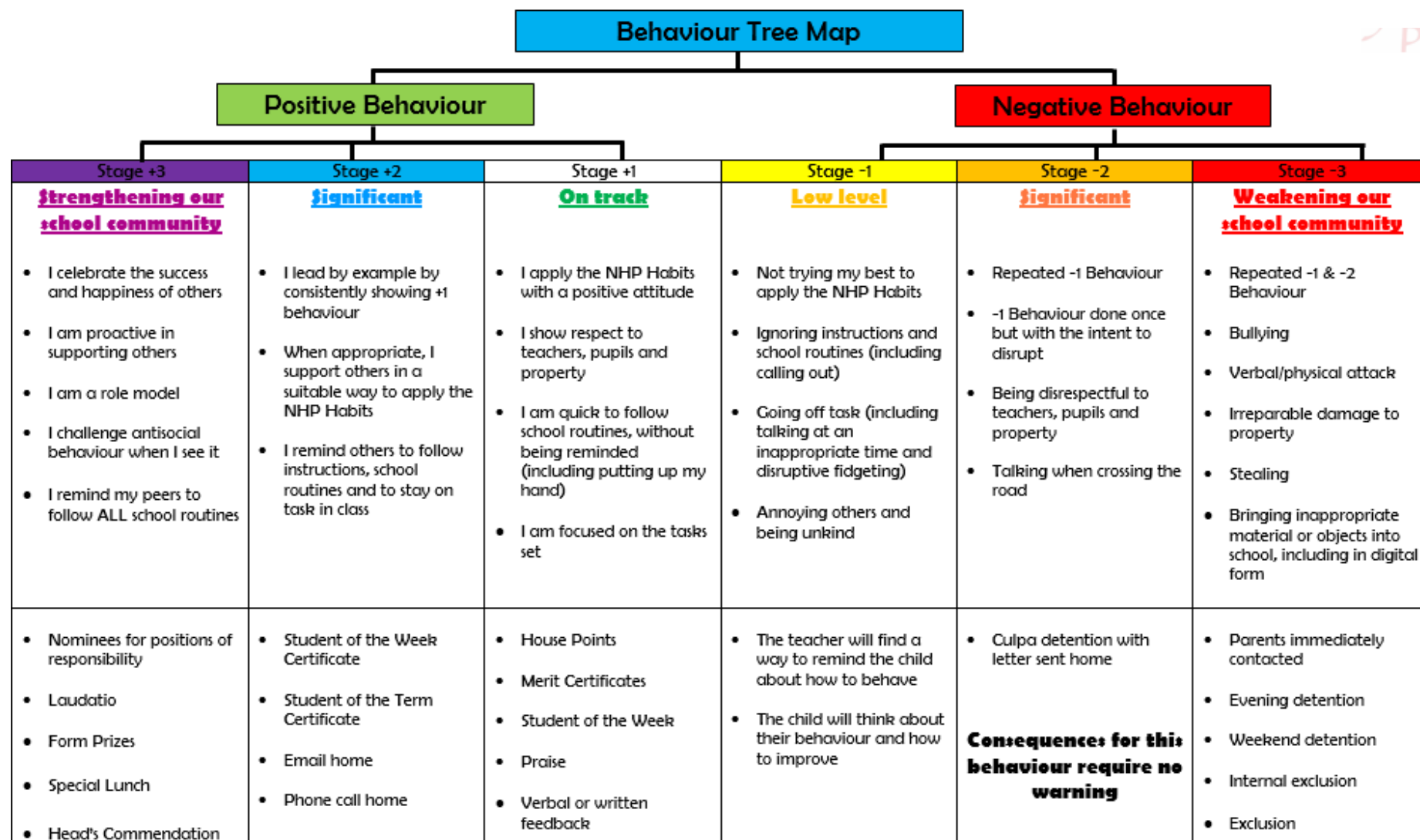
**APPENDIX 1: BEHAVIOUR CHART FOR LOWER SCHOOL DISPLAY**



**APPENDIX 2: BEHAVIOUR CHART FOR LOWER SCHOOL STAFF REFERENCE**



**APPENDIX 3: BEHAVIOUR CHART MIDDLE AND UPPER SCHOOL**



#### **APPENDIX 4: HOUSE POINT INFORMATION**

Currently, house points are recorded by Form Teachers on ISAMS. The MMT are reviewing this and trialling an easier central recording system for logging house points across the school, with a view to introducing this in Sept 2021.

## APPENDIX 5: CULPA EMAIL TEMPLATE

Dear

I regret to inform you that (name of child) has been given a culpa today from Mr/Mrs (staff member) in (subject/lesson)

The culpa was for (reason)  
(name of child) has done a break detention today/will do a break time detention tomorrow and has had a discussion with (staff member) about his/her behaviour.

If there are any reasons that your child might be unsettled or need extra support at the moment, such as not sleeping properly, illness in the family or moving house then please let their Form Teacher know as this might be affecting their behaviour in class.

### **Your child's Form Teacher will be in touch if your child has more than two culpas in a term:**

- If your child receives a third culpa this term, they will have a 20 min-long detention after school with their Form Teacher. This will be an opportunity to reflect on their behaviour and to discuss ways to get back on track and prevent further culpas.
- If your child receives a fourth culpa this term, they will have an hour-long detention after school with a member of the Senior Leadership Team. In this detention they will discuss what changes need to be made and some form of intervention will be arranged e.g. a mentor, report card or seeing the School Counsellor. They will also discuss what consequences will occur if any more culpas are received e.g. Saturday morning detention.

Many thanks,  
(staff member)

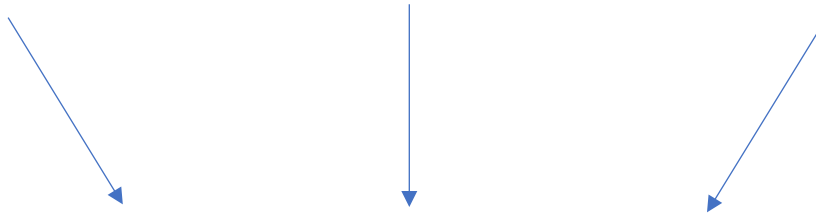
*The email above can be adapted as necessary by the person running detention (usually, the Head of Section).*

## APPENDIX 6: REFLECTION SHEETS MIDDLE AND UPPER SCHOOL

### Reflection Sheet

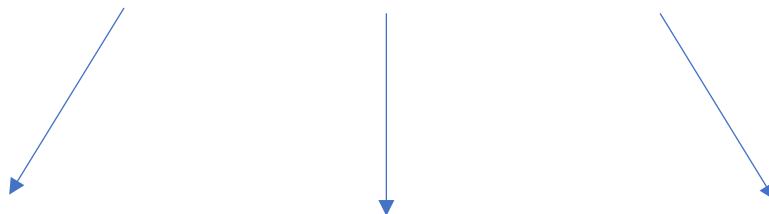
Name: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

**1. What do you think caused you to behave in this way?**



**2. What have you done to cause you to be in detention today?**

**3. What effects did your behaviour have? Think about how it affected you, your classmates, teachers etc**





**What do you need to do now as a result of your behaviour? Who might you need to speak to?**

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**What do you need to do in the future to try to stop similar things from happening? Who could help you?**

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**Which NHP values/habits could you use to change the way you behaved?**

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## APPENDIX 7: REFLECTION SHEETS LOWER SCHOOL

### Explain Cause & Effect (multi-flow map)

Name: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

#### My Reflection

**What are the events/emotions/causes leading to these feelings?**



**What is happening for me/what has happened?**



**What will I do next time? Which strategies can I use? Who can help?**