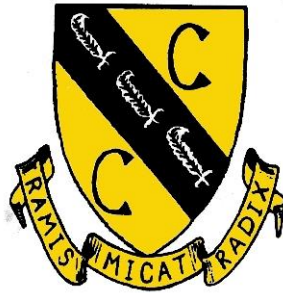


**Clarendon Cottage Preparatory
School**

Behaviour and Sanctions Policy



Created by: E Howard (September 2010)
Reviewed by: E Bagnall Oct 2025
To be reviewed: Oct 2026

Clarendon Cottage Preparatory School
Behaviour & Sanctions Policy.

This policy is applicable to the whole school, including the EYFS.

Clarendon Cottage Prep School is a warm, family-orientated, friendly and safe school and this is achieved through all staff having consistently high expectations of behaviour and by them being good role models for the children. Mutual courtesy and respect is something that all children can expect, and which is also expected of them.

This policy sets out the school's position with regard to the use of behaviour and sanctions.

It is important to always remember that behaviour is 'communication' and it is the collective responsibility of everyone working with children to remain curious and identify patterns and causes of negative behaviour.

It is always our aim to use positive reinforcement wherever possible, to ensure that our children enjoy school and can all achieve their academic potential. However, there may be times when sanctions need to be applied. Sanctions should not be considered in isolation when dealing with discipline problems rather they should be used as part of a combined approach to encouraging positive behaviour. All staff should encourage good behaviour, self-discipline and respect for others, and in particular prevent all forms of bullying among pupils. This policy extends to the behaviour of pupils when off-site where reasonable.

No sanctions should be applied to any child, which are not included within this policy without the express permission of the Headteacher, and should be reasonable, taking into account the school's legal duties under the Equality Act 2010. This policy has been written with regard to the DfE's 'Behaviour and discipline in schools' (2016). The EYFS Framework (2025), Keeping Children Safe in Education (2025), Relationships and Sex Education and Health Education Statutory Guidance (RSE) (2025) and the Ofsted review of sexual abuse in schools and colleges (2021).

This policy should be considered in conjunction with the following policies:

- Health and Safety
- Safeguarding and child protection
- Anti Bullying
- Staff Code of Conduct
- Staff Handbook
- Exclusions
- Mobile phone, tablet and camera policy
- EYFS Policy

Consistency

The school is committed to achieving a consistent response in the management of behaviours, this is achieved through:

- Staff training, support and development
- The induction of new staff
- Monitoring the consistency in behaviour management by the Head
- Clear and consistent boundaries for classroom management developed in conjunction with the children
- Monitoring of logs and administration of the disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as 'banter' or 'having a laugh'.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy, recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Self-discipline
- Fundamental British Values
- Consent
- Stereotyping
- Equality
- Body confidence and self-esteem
- Prejudice behaviour
- Sexual violence and sexual harassment are always wrong
- Addressing cultures of sexual harassment

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements to:

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that

1. They are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 2. They can work together with the school to achieve improvements in their child's behaviour when expected standards are not met
- Ensure the Safeguarding of and respect for children with SEND
 - Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
 - Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
 - Consider whether the behaviours are related to a potential Safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will refer to the Safeguarding Policy.
 - Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEND Policy.

Malicious Accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy. This includes the possibility of temporary or permanent exclusions. Further actions in relation to malicious allegations can be found in the Safeguarding Policy.

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies.

- Good behaviour
- Self-discipline
- Respect
- Fundamental British Values

The principles on which the school has developed its rewards and sanctions strategy are as follows and echo the schools aims and ethos:

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Staff discuss the following with pupils

- Agreeing class golden rules
- Taking responsibility for their own actions
- Listening carefully
- Being respectful
- Caring for others and the environment

We encourage positive behaviour through play and learning activities and we focus on activities and responsibilities

We model appropriate behaviours in different contexts, such as circle time, PSCHÉ lessons, assemblies, playground activities, educational visits and drama/role play sessions.

We ask the Student Council to consult with the children in their classes, for example, to draw up rules within Clarendon Cottage Prep School that we agree to. Pupils complete questionnaires to gather information about their opinions on the behaviour within the school.

We discuss with children what constitutes acceptable behaviour in all areas of learning and experiences. For example; how to deal with emotional responses when moving through different transitions. We complete PSCHÉ lessons specifically designed to support; we offer individual transition support to children and parents, encourage visits and invites past pupils to talk about their 'real life' experiences at their new school.

We ensure that positives always outweigh censure.

We demonstrate that the child is still valued even if her/his behaviour is unacceptable.

We encourage the children to express openly their feelings, likes and dislikes.

We help children to understand the consequences and effects of their behaviour on others.

We support the children to resolve conflicts with other children and help the children to develop assertive strategies to challenge bullying.

We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

We use praise and rewards to recognise and reinforce good behaviour and effort. Stars, stickers, certificates, Class Charts points are awarded for both good behaviour and work achievement. We also reward children with house points and merit points.

We use positive comments when marking the children's work and we share the children's success with their peers, Headteacher and other members of staff so everyone can celebrate with them.

We ensure a well-managed, well-planned environment in order to decrease potential for problems.

We ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and consider the range of abilities within the class, tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour.

All children should be treated sensitively to maintain self-esteem. Criticism should never damage self-esteem censure should focus on the behaviour not the child.

Allowances are made for pupils with special educational needs or disabilities. For example, autistic, dyslexic or gifted pupils may show behavioural traits which do not always conform to expectations. Training is given to staff to give greater insight into the difficulties encountered by such children, and to suggest appropriate methods of moderating their behaviour if necessary: normal sanctions may not be appropriate or effective.

We ensure that there is strong and clear communication between home and school so that teachers are sharing any behaviour concerns as soon as possible with parents.

Throughout the School

The school acknowledges all the efforts and achievements of children, both in and out for school. Pupils are encouraged to bring certificates awarded out of school in to show their friends and teachers as well as in Celebration Assembly.

Class Charts tracking system contains information regarding pupil achievement in school. Children can be awarded green positive points that contribute towards House Totals – there are numerous points to be awarded for a host of positive attributes e.g. good teamwork, showing kindness, manners etc. Green points are available for parents to see on their App.

Class Charts also forms a pastoral well-being record for pupils – with teachers and parents contributing to the overall picture of a child's well-being and behaviour in school.

Classes are able to set up their own individualised class rewards that can run concurrently to the House System – but they must be in line with the ethos of this policy – being proactive, positive and supportive.

The Infant lunch hall also celebrates effort and behaviour through the use of a weekly 'Party Table' as a reward incentive. Teachers work hard to ensure that it goes to worthy winners but that everyone feels the benefit.

Effort and achievement are always acknowledged and celebrated in a variety of ways.

Guidance for the Playground

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. Staff must listen to children. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be encouraged to apologise and make friends after disputes but not forced to apologise or play together. Staff will ensure children understand the importance of apologising and model what this looks like where a child may not want to. Time needs to be put aside to repair and rebuild, offering children a way back.
3. School rules should be applied consistently and children reminded of them regularly.
4. Staff must be proactive in supervising outdoor break – engaging with children and supporting interactions in the moment, especially children who have additional needs or require behavioural support.

Sanctions to be used for the Playground

For any poor behaviour whilst playing out in the yard the sanctions used for outside play are to be followed: They are:

1. Informal warnings by lunchtime staff
2. Formal verbal warning of why behaviour is not appropriate
3. Sent to sit on the bench for a few minutes for a short cooling off period – behaviour is discussed and clear expectations set before allowing a child to return to play.
4. If behaviour persists, community service such as clearing litter etc.
5. Sent indoors to explain to a teacher what he/she has done, the teacher will determine what action may be taken. Children will then lose their playtime.
6. Any serious incidents may be escalated to Level 5 as necessary.

Lunch Time

- Children should queue quietly while waiting to be served, being polite to the catering staff remembering to say "please" and "thank you."
- Children should clear their plates when asked to do so

- Children should eat in a polite, well-mannered way, using cutlery correctly and talk to others around them without shouting
- Children should sit at their designated tables and avoid walking around.
- Whilst lunch is a social time of the day and we encourage conversation – this should be with pupils on their own table and everyone should use indoor talking voices to ensure that they can hear staff and are ensuring an inclusive environment for all.
- Wherever possible, children should not be eating alone – unless it is needed for their individual needs.
- As all with all behaviour management leading with positivity is essential therefore, we operate a lunchtime points system for good behaviour which culminates with the 'Party Table' for the winning table on Friday dinner. All children on that table receive the reward as a collective effort – unless in rare occurrence agreed by Miss Bagnall & Miss Greatbanks.

To maintain these standards the following sanctions can be used, they are in order of escalation.

1. Verbal reminder of why noise level/talk/behaviour is not acceptable.
2. Brief spell sitting on the bench next to the staff member, always bearing in mind the child must be allowed to finish their meal and that this is not humiliating for the child.
3. Loss of some of their outside play – by sitting on the outside bench – max. time 10 minutes.
4. Sent upstairs after lunch to find his/her teacher and explain poor behaviour. The teacher will determine what action may be needed, if any.
5. Sent to explain behaviour to the Deputy Head. Deputy Head will determine any further action.
6. If the behaviour persists, the Headteacher will then be sent for.

Sanctions are to be used in order of escalation always – a repeat misdemeanour by the same child will elevate sanction to next level. Only in exceptional circumstances will behaviour be dealt with at a higher level to start with, and only with consultation of Head (or Deputy Head in Head's absence). Sanctions need to be carried out in such a way that children can always eat their school meal i.e. if 'time-in' is required before sweet is served due to level of disruption or dysregulation then it can be used and that child will have their meal/sweet saved for when they are ready, otherwise the sanctions come into force at the end of the meal.

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful factor of behaviour management is the example we set particularly in the way we manage conflict.

Rewarding Good Behaviour

- Quiet word, smile or acknowledgement – high fives, fist bumps etc
- Written comment on pupils' work
- Stickers
- Verbal praise in front of class group
- Visit to another member of staff/head
- Written comment, card, letter or postcard from teacher to parent, informing them of good work, positive attitudes or behaviour
- Certificates presented in our Friday, whole school assembly.

Consequences of Unacceptable Behaviour

We intend consequences to be related to the misdemeanour, so that children gain an understanding of cause and consequence. They will be reasonable and fair. We believe in positive correction, which includes the application of sanctions where necessary. For repeated bad behaviour the Deputy Head or Headteacher may be involved.

What to do when behaviour is unacceptable, and sanctions are required

1. Informal warning by member of staff
2. Verbal formal warning
3. Written warning (name on the board). Sanctions for this include (but are not exhaustive):
 - i) Red point on Class Charts
 - ii) 5 minutes sitting on the bench or in another class (dependent on the child) at the next breaktime
 - iii) Completion of any missed work
 - iv) Community service
4. Second written warning (Tick next to name) - children to have 10 minutes out of class – in another class - as a cooling down period. Class teachers will inform parents from this level and above. Sanctions for this include (but are not exhaustive):
 - i) Red point on Class Charts
 - ii) Loss of 10 minutes of their next breaktime
 - iii) Community service
 - iv) Complete work
 - v) Repeating unsatisfactory work until it meets the required standard
 - vi) Handwriting
 - vii) Dictionary work
5. Third written warning (Second tick next to name) - Children will be sent to the Deputy Head. Sanctions for this include (but are not exhaustive):
 - i) Red point on Class Charts
 - ii) Loss of a full playtime at their next break
 - iii) Completion of reflective work to support their understanding of behaviour, feelings and impact of their choices.

- iv) Work - list of reasons why behaviour is unacceptable
 - v) Dictionary work
 - vi) Essay writing (age appropriate)
 - vii) Loss of privileges
6. Fourth written warning (Third tick next to name) - Children will be sent to the Headteacher. She will then determine the course of action, including phone call/meeting with parents, Behaviour Book etc. If sanctions proceed to this point, the incident/s need to be logged in the 'Sanctions and Serious Disciplinary Offences Record' log.
School also has a centralised register of serious misbehaviour that records exclusions and disciplinary meeting with parents.
7. Temporary and permanent exclusion from school remain an option as a last resort and is at the Head's discretion.

Any sanctions used will be reset for the following day (unless, for example a playtime needs to be missed)

Each class teacher will have a behaviour log in which more serious behavioural incidents will be recorded.

Some behaviours (any physical behaviour e.g. biting, hitting etc towards another child or adult) will require a more immediate escalation of the sanctions and these are at the judgement of the Deputy & Head.

The Head teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Head teacher or the Deputy Head when behaviour causes concern.

Staff must always ensure that they speak with children within hearing of another professional or number of children. Do not ever shut a door to handle a behaviour management issue leaving yourself alone with the child.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

This may include exploration of unmet needs, SEND causalities, Behaviour Toolkits or Connecting the Dots process.

Or any of the below:

- 'Check-in' with Deputy Head/Headteacher – pastoral advice, remind of rules and expectations
- Temporary withdrawal of extra-curricular clubs or access to Wrap Around facilities
- Temporary withdrawal from Sports Teams
- Target cards

- Behaviours communication book
- Regular meetings between school and parents
- Specific targeted work completed targeting area of difficulty e.g. Zones of Regulation, Ms. Foster Toolkits.

Pastoral Care

This is the responsibility of all the staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide awareness of any underlying problems the child may have.

Staff will be aware that some kinds of behaviour may arise from a child's special needs and this will always be taken into account. External agencies will be contacted if appropriate e.g suggested by the Local Authority. Any behaviour that demonstrates a safeguarding concern must always be reported immediately to the designated safeguarding lead (DSL) who will report this behaviour to the LA.

Pupils' conduct outside the school gates

Off-Site Discipline

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (in line with DfE Guidance 2016).

- Misbehaviour when the pupil is:
 1. Taking part in any school-organised or school-related activity or
 2. Travelling to or from school or
 3. Wearing school uniform or
 4. In some way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply that:
 1. Could have repercussions for the orderly running of the school or
 2. Poses a threat to another pupil or member of the public or
 3. Could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- Returning items to pupils or parents after a given period (where possible the end of the school day) *e.g. items banned from school such as money, mobile phones, specific toys.*

- Destroying items *e.g. pornography, tobacco, alcohol.*
- Handing items to the police *e.g. banned substances, knives and weapons, stolen items.*

In this context, the school has regard to the DfE guidance “*Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies*” 2022.

Damage to Property

Damage to school property through misbehaviour, whether it is to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying Guidance to Staff

Bullying is behaviour by an individual, or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is deliberately hurtful often involving an imbalance of power. Bullying can take many forms (for instance cyber-bullying via text messages- including sexting or the internet) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It is repetitive over a period, and victims may find it hard to defend themselves against injury, upset, embarrassment or isolation. Bullying can take place between pupils, between pupils and staff, or between staff; face to face, indirectly or using a range of cyber bullying methods. It could take place outside of school.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school – see separate Anti-Bullying Policy.

Early Years Foundation Stage

In the EYFS, we find the most effective way of encouraging our children to display excellent behaviour is through challenging yet achievable targets, appropriate resources that attract the individual child’s interest and rate of development, strong and consistent routines and plenty of physical movement. Throughout the EYFS the children will also be given plenty of opportunity for independence and responsibility *e.g.* hanging their own coat up, washing their hands, giving out water at lunch etc and we find these provide the opportunity for plenty of positive reinforcement and peer role-modelling. The responsibility also highlights for young children how important it is to display good behaviour choices and the need to keep themselves safe.

The majority of this policy applies to the children in the EYFS through promoting positive behaviour - however, some of the sanctions are not appropriate for younger children. Positive behaviour is promoted through giving lots of verbal/non-verbal praise, stickers,

'star of the week', Ruby the Ram Teddy, showing their work to other members of staff, certificates in assembly, and the school guidelines of stars and house points. Staff will always try to re-engage a child in a purposeful activity should the child demonstrate any disengaged behaviour.

Sanctions for younger children would include:

Verbal warning, removal from activity if it were impacting negatively on other children or their play, setting a different challenge through distraction. If behaviour persists, the child may be taken to have some 'reflection time' sat with an adult in a calm space to co-regulate. If the child is finding this extremely challenging, we find a change of scene and a fresh space can make a huge difference therefore a child may go to another member of staff in school to calm and reflect on their choices. Children are always told why their behaviour is inappropriate whilst ensuring they know they are still valued and that we get the chance to try again and make new choices. Reflective work should be completed individually as needed e.g. reading a relevant behaviour story, social story or specific work on emotions and feelings.

Behaviour Books/Logs

Each cohort logs specific behavioural interventions/concerns on Class Charts through the Red Point or Well-being reports – the teacher can decide which feels more appropriate for the given

Each cohort is also allocated a 'Behaviour Log' (formal). This includes details about specific incidents, outcomes and any relevant information, including physical intervention. (Please see the Handling Disruptive Behaviour Policy). This should be completed when the sanctions policy has been followed through and Stage 6 has been reached (Child sent to Head Teacher) or a child's behaviour has escalated immediately to a serious concern level e.g. hurt another child or used inappropriate language or slurs. This will be written up by the class teacher and parent/s must be informed on the same day – This will then be countersigned by parent, class teacher and the Head teacher. All behaviour logs are overseen weekly by The Head and Deputy Head in order to identify patterns of behaviour.

Any incident which involves two or more children should have all parents informed on the same day. The Head teacher must also be informed if an incident with two or more children involved.

Reasonable adjustments for pupils with SEND

In accordance with the Equalities Act (2010), we acknowledge our legal duties in respect of safeguarding and special educational needs. We always put our children at the heart of everything we do and we take into consideration adaptations that may be required when considering behaviour, discipline and sanctions for our children that require them due to their special educational needs or a disability.

Ongoing and persistent behaviour concerns

Behaviour is always communication. Unwanted behaviour can be difficult to manage and disheartening over time. At CCPS this is the time to look at additional measures to understand why the behaviour is occurring and find systems and support measures to help the child align with school's expectations. Oftentimes there are social and emotional needs underlying that a child is struggling with or simple changes that can be made in the classroom to support. We must be curious and investigate how we can teach and support this child to progress. Children who are struggling with their behaviour persistently will have a Behaviour Pathway put in place. Starting with the Connecting the Dots document to identify, assess and support a child's behaviour and what this may be communicating to us as practitioners.

The Deputy & Head must be informed where we are following this document for children and parents must be informed that we are implementing a Behaviour Pathway to support their child. It is to be communicated as a positive experience and a way of us supporting needs and educating the child individually in order for them to get the best out of their overall learning journey.