



DONHEAD
PREPARATORY SCHOOL

Behaviour & Sanctions Policy (including EYFS)

Aims of this Policy

This policy outlines our procedures in order that our duties under the Equality Act 2010, including issues related to pupils with protected characteristics and how reasonable adjustments are made for these pupils, are carried out.

This policy includes exclusion.

- We aim for every member of the school community to feel valued and respected, and that each person is treated fairly and well. In addition, we aim for all pupils to be free to work in a calm, supportive and purposeful atmosphere.
- We aim to create a caring community, whose values are built on mutual trust and respect for all. We recognise the God-given right of every child to be treated with dignity, respect, tolerance and understanding and appreciate that our Behaviour and Sanctions Policy must fully reflect this.
- We aim to promote a good system of discipline that supports the self-esteem of each individual and promotes self-confidence.
- We believe that good discipline stems more from active encouragement and praise than it does from an effective system of sanctions. Therefore, we look to recognise and reward the contribution of the pupils to the life of Donhead and fully understand that young people require encouragement, support, and guidance in their own individual learning and in managing their relationships with others. Some pupils are more accomplished at this than others and we recognise the need to differentiate for the individual in our Behaviour and Sanctions Policy, with flexibility being the key. We also believe that a structured and consistent system for behaviour and sanctions is required to provide equal opportunity to all pupils. We encourage our members of staff to always listen to what the young person has to say.
- We fully understand the need to consider special educational needs and disabilities in our Behaviour and Sanctions Policy. Staff must make all reasonable adjustments to

take into consideration these difficulties when reviewing the behaviour of pupils and understand that the Behaviour and Sanctions Policy must be flexible to meet the needs of these pupils.

- The Behaviour and Sanctions Policy, therefore, is to outline the way in which all members of the school can live and work together in a supportive way. Its aims to promote an environment where everyone feels happy, safe, and secure, and in which good quality teaching and learning can take place.
- We look to ensure that the children grow up to be grateful for their own gifts and those of others, to be discerning about the choices they make, and compassionate towards others. We will strive to do this through justice, respect, equality, and forgiveness which we extend to all who are part of our school lives.

At Donhead, we are committed to ensuring that this policy promotes good behaviour, sets out clear and appropriate sanctions in the event of poor choices, is implemented effectively and guarantees a record to be kept of the sanctions imposed on pupils for serious behaviour incidents.

Promoting Positive Behaviour

Discipline and good order are the responsibilities of all staff. We focus on highlighting positive behaviour and promoting positive behaviour which is celebrated and highlighted as an example to others during whole school assemblies. We recognise that awards are much more powerful than sanctions. Where such sanctions are necessary, these are carried out in a way of self-reflection and an opportunity to learn from mistakes. We work closely with our parents to form a partnership to help pupils correct any poor choices.

At Donhead We:

- Share with others.
- Use our manners.
- Listen carefully everyone in the Donhead community and visitors.
- Keep our hands and feet to ourselves
- Care for our Common Home.
- Include everyone.
- Help each other.
- Raise our hands in class to be respectful of all learners.
- Stay in our space and keep it tidy.
- Walk quietly in the corridors.

- Travel to and from school in the correct uniform and wear the correct clothing for games and PE.
- Observe silence before, during and after Assembly and Mass.

All staff at Donhead are committed to promoting these expectations and helping all pupils to understand and achieve them. The expectations are clearly displayed in all classrooms and around the school.



Rewards & Celebrations

- **Oral praise** - It is essential to encourage good behaviour whenever it is observed. We aim for a generous culture, and we should be diligent in the use of oral praise to acknowledge progress, effort, or any positive general behaviour within school.
- **Coupons** – The purpose of the Coupon System is to enable a system to reward pupils for their positive contribution to the school and to help create an environment in which all children can achieve their full potential. The system is designed for all areas of school life. The coupon system should be used enthusiastically to give as much positive feedback as possible in the many and varied areas of school life. **Please be proactive in the award of coupons.** A maximum of 10 coupons should be awarded on any occasion.

- **Merits and Commendations** - Pupils who gain 100 coupons in one week are awarded a merit sticker. A Commendation Certificate is awarded when the pupil has gained 3 merit stickers. Form Teachers should award merit stickers and Commendation Certificates each Friday for every pupil in their class.
- **Coupon Badges** - Bronze Award (for achieving 1000 coupons through the term), Silver Award (for achieving 1500 coupons through the term), Gold Award (for achieving 2000 coupons through the term).
- **Headteacher's Award** – Excellent examples of work will be given a Headteacher's Award sticker during class visits. Pupils may also visit the Headteacher's Office with high standard of work.
- **Semper Magis Certificate** - The Semper Magis Certificate is awarded for outstanding work/contribution in any area of school life. Any nominations should be emailed to the Headmaster's Office and the work presented to the Headteacher. The certificate is awarded in assembly and the pupils acknowledged in the Newsletter.
- **Celebration** – formal and informal Prize Giving events as well as weekly celebrations take place throughout the school year to allow for the public awarding and recognition of achievement both in and out of school.
- **Jesuit Pupil Profile Lunch** – We recognise and reward one pupil from each class every term who made the most effort to live by Jesuit Pupil Profile Virtues and they have a Headteacher's breakfast as well as receiving a certificate.
- **Stars of the week certificates** – Pre-Prep teachers choose pupils to receive a Star of the Week award.
- **Kindness badges** – badges are awarded in assembly for pupils who consistently treat others with kindness and compassion.

Behaviour Levels & Sanctions

At Donhead, misconduct is not tolerated in any way. Any misconduct is managed using the steps outlined in the behaviour levels. This is to ensure that all pupils are treated in a fair manner where the focus is on consistency to allow all pupils to thrive and learn in a safe, orderly environment. All staff members are expected to react promptly, appropriately, and consistently to any behaviour incidents, recording them on CPOMs. Where appropriate, staff should consider any contributing factors identified when dealing with incidents of misconduct involving students with SEN, mental health issues, or who are overcoming a life event such as bereavement.

Ensuring safety

- Bullying in any form is a profoundly serious offence and is unacceptable. This includes all forms of discrimination (e.g., physical, verbal, on-line cyber-bullying, etc.) and safeguards the protected characteristics as outlined in the Equality Act 2010. The Anti Bullying Policy sits alongside (and supports) the school's Behaviour and

Sanctions Policy.

- Dishonesty and vandalism are unacceptable.
- School bounds must be observed. They are clearly and regularly explained. Likewise, all safety instructions should be followed.
- Dares that might lead to risk of danger or damage are not permitted. Pupils are not permitted to climb through windows or on rooftops.
- The following items are not permitted and may be searched for:
 - Unofficial food, sweets, or drinks
 - Mobile technology
 - Dangerous items or any article likely to cause harm

If a pupil at Donhead breaks a school rule, or fails to follow a reasonable instruction, the teacher can impose an appropriate sanction on that pupil. This authority applies both in school and outside, including educational trips and school visits.

Sanctions must be proportionate, and their application should be consistent, both individually and collectively. Sanctions should be corrective and/or instructive and should never involve humiliating or degrading a pupil. Sanctions should be consistent, age depending, across the school. When applying sanctions reasonable allowance should be made for pupils with protected characteristics, in accordance with the Equality Act 2010.

Verbal Warning - A conversation should always be the first step in sanctioning a pupil; it may be appropriate as a sanction alone. Where possible, verbal warnings should always precede a formal sanction. For example, talking at an inappropriate time in a lesson should result in a verbal warning. If a pupil repeats the behaviour again, a further sanction may be used.

On the Spot Imposition - An immediate step towards restitution (e.g., picking up the mess that has been made) or intervention (e.g., temporarily confiscating the item of pupil's property causing distraction) should follow a verbal reprimand/warning.

Should certain behaviours be repeated by the pupil after warnings have been given, the following steps should be followed by staff and referred to with the pupil:



These Behaviour Notes are logged in the back of the pupil's diary and are also recorded on the school database for behaviour and safeguarding CPOMs.

- Level 1 notes will be dealt with and recorded in diaries by the staff member who encounters the incident.
- 3 x Level 1s = Level 2 Note will be given and noted in diary as well as CPOMs.
- It is the responsibility of the staff member to inform AHT Wellbeing.
- All Level 2 and Level 3 Notes should be recorded on CPOMs by the adult who has dealt with it and add an alert to AHT Wellbeing and the relevant Form Teacher as well as any support adults who work with that child.

Reflection Time

Reflection Time is facilitated in the first and second instance by AHT Wellbeing. The third Reflection time given in a single term will be facilitated by the Deputy Headteacher. If a fourth Reflection Time is deemed necessary, the pupil will attend an after-school Reflection Time with the Headteacher. A record of Reflection Time is maintained by AHT Wellbeing and parents will be informed of an incident by the AHT Wellbeing. Form Tutors will sometimes be part of this discussion if appropriate.

Reflection Time usually takes the form of reflective work to aid pupils who have made poor choices to think about the impact of their behaviour on others and themselves. A letter of apology may be written to a member of staff or another pupil; analysis of the school expectations will also usually be undertaken. This reflective work aims to help the pupils to understand their behaviour and in turn improve.

Members of staff must use their professional judgement with regards to pupils with SEN and should adhere to the recommendations on their pupil profile or behaviour plan.

Headteacher Reflection Time

A Reflection Time for one hour after school can be awarded at the Headteacher's discretion for serious acts of violence and/or racism/bullying. Also, any pupil who has already served three lunch detentions and receives another, will automatically receive an after-school detention.

During this detention reflective work indicates the seriousness of the behaviour being sanctioned. Again, a letter (or letters) of apology might be appropriate. Analysis of provisions in the Equality Act 2010 or the principles in the Behaviour Policy or the Anti-Bullying policy may also be undertaken. In some cases, welfare support/counselling may be a step associated with this sanction to help an individual address the causes of poor behaviour to make better choices in the future. It may be judged that a period of internal isolation – where a pupil attends school but undertakes lessons in a designated area on their own – is a more appropriate sanction than an after-school reflection.

Repetition of behaviour sanctioned with Headteacher Reflection Time include; serious violence, offences involving prohibited items, and illegal actions. Such behaviour would require consideration of either a fixed-term suspension from school or permanent exclusion.

In summary, formal sanctions, beyond a verbal warning for unacceptable behaviour, are issued in this order:

- A Level 1 Note in the diary.
- 3 Level 1 Notes = Level 2 Note & Short Reflection Time with Miss Canavan.
- 2 Level 2 Notes = Level 3 Note & Full Reflection Time at Lunch.
- Level 3 Note = Full Reflection Time at Lunch.
- Lunchtime Reflection with AHT
- Lunchtime Reflection with AHT
- Lunchtime Reflection with DHT
- After school detention with HT
- Internal Isolation
- Fixed term suspension or permanent exclusion

Guidelines for Staff

- At any stage along the phases detailed above, it might be deemed necessary to place a pupil on a Report Card administered and monitored by the AHT Wellbeing. The Form Teacher and AHT Wellbeing are responsible for monitoring a pupil's record of sanctions. In the case of concerns over a pupil's excessive tally of either, the Form Teacher will raise the matter with the AHT, and an appropriate plan of action will be formulated, which might include the use of a Report Card or the involvement of the pupil's parents.
- Every classroom displays a guide as to how rewards are earned, and sanctions are implemented as a reminder to all pupils about behaviour expectations. All staff should engage with the expectations of this policy to ensure consistency and to help Donhead pupils understand and be clear about what is expected of them.
- At the Headteacher's discretion, in a case where the sanctions above cease to be either effective or relevant, the pupil's parents will be included in any discussions about further action. Such action might include a referral to other agencies, such as a counsellor, or may include suspension or permanent exclusion.
- Confiscated items of pupils' property should usually be returned to the owner(s) in due course, although this is not necessary in the case of food or drink. Items of value should be given to the Headteacher for safekeeping until they are returned to the pupil or parents. Under the general power to discipline, authorised by the law, members of staff are protected from liability for damage to, or loss of, any confiscated items. In the unlikely case of 'prohibited items' being confiscated, these should be dealt with according to section 6, below.
- If a pupil is found to have made malicious accusations against school staff, they will face disciplinary action at the discretion of the Headteacher. This will include a meeting between the Headteacher and the pupil's parents.
- A record of reflections is kept and every Level 2 or Level 3 incident is recorded on CPOMs. In addition, the comprehensive records maintained by the AHT Wellbeing of any events that involve, or may later be seen as a precursor, to bullying. The records also log events that may involve, or may later be seen as a precursor, to discrimination against the protected characteristics outlined in the Equality Act 2010. Major incidents, often those involving interviews with several pupils and/or the involvement of parents, are maintained by the Assistant Headteacher Wellbeing, as appropriate.

Restraint of pupils

In all events we look for other options before employing any restraint of pupils however in extreme circumstances teachers and other members of staff responsible for the pupils may use physical intervention to restrain a pupil to:

- Avert immediate danger of serious personal injury to a person, including the pupil

themselves.

- Avert immediate danger to prevent the commission of an offence against the law.
- Avert immediate danger of a pupil running away from school.
- Avert immediate threat of serious, dangerous damage to property.

Any use of physical intervention must be reasonable and non-injurious; only when appropriate and/or immediately necessary and for the minimum time necessary. For example:

- Pupil self-harming.
- Pupil attacks on staff or another pupil.
- Pupils engaged in deliberate, dangerous acts of vandalism.
- Pupil attempts to run away from school.

Before intervening physically, a member of staff, wherever practicable, MUST tell the pupil to stop and what will happen if he or she does not. Physical intervention MAY involve:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.
- Holding..

Staff should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any physical restraint should be undertaken with the absolute minimum force to avoid personal injury. The member of staff should try to get help from another member(s) of staff and continue to try to communicate with the pupil throughout the incident, making clear that physical intervention will stop as soon as it ceases to be necessary.

Sometimes it may be dangerous to try to restrain a pupil. In this instance, staff should remove other pupils, send for help, and try to make the area as safe as possible while continuing to try to communicate with the pupil. Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

On any occasion where physical intervention is used, the member of staff concerned must tell the Headteacher immediately following the incident and provide a written report as soon as possible afterwards (within 24 hours). The Headteacher will consider how to respond appropriately, including a record of the response and reasons for actions taken. Records of any incidents involving physical intervention will be kept by the Headteacher.

Suspensions and Exclusions

In extreme cases of serious misconduct by a pupil, the Headteacher should be informed at the earliest opportunity. She will investigate the incident and interview the pupil, any other pupils or members of staff as deemed necessary.

If, due to the investigation, the Headteacher decides to suspend the pupil, she will inform their parents or carer immediately, and arrangements will be made for them to be collected. The pupil will usually be isolated until they are collected. The Headteacher may arrange to see parents to discuss plans for 'moving forwards' after the punishment has been concluded. If the Headteacher decides that the pupil must leave the school permanently, she will consult with the parents before deciding on the pupil's leaving status (see below).

Leaving status

If a pupil is expelled or required to leave, their leaving status will be one of the following: 'expelled' or 'withdrawn by parents.' Points considered as part of the decision on leaving status will include:

- The form of letter which will be written to the parents and the form of announcement in the school that the pupil has left.
- The form of reference which will be supplied for the pupil.
- The entry which will be made on the school record and the pupil's status as a leaver.
- Arrangements for transfer of any work to the pupil, parents, or another school.
- Whether (if relevant) the pupil will be permitted to return to the school premises to sit examinations.
- Whether (if relevant) the school can help in finding an alternative placement for the pupil.
- The conditions under which the pupil may re-enter school premises in the future.

Parents' Review:

If the parents of the pupil concerned cannot agree with the Headteacher, they may request a Governors' Review. Details of the Governors' Review process may be obtained from the Headteacher's PA.

The school reserves the right to inform the pupil's next school of the behaviour which has led the pupil to leaving Donhead early. If recommendations are made to support the pupil's behavioural requirements, these may also be passed on to the pupil's next school.

APPENDIX 1: SANCTIONS IN PREP SCHOOL – Verbal warnings are always first if the offence is not of a serious nature.

Level 1:

Examples: Rudeness, talking when lining up, outdoor voice inside, poor attitude, disrupting learning, pushing, not playing appropriately. Behaviour which merits a little more than a verbal warning	x3 Repetitions in one week Move to Level 2
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Level 2: 15 MINUTE LUNCHTIME REFLECTION with Assistant Headteacher Wellbeing

Examples: 3 x Level 1s in a week, unkind to someone online or in person, rude to adults or pupils, lack of JPP virtues, rough play resulting in injury.	Repetition x 2 in a term Move to Level 3
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Level 3: 30 MINUTE LUNCHTIME REFLECTION with Assistant Headteacher Wellbeing x2 & x1 Deputy Headteacher

Examples: 2 x Level 2s, deliberately hurting someone online or in person, swearing, damaging school property, bullying online or in person.	Repetition Move to Phase 4
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Level 4: 1 HOUR REFLECTION AFTER SCHOOL with HEADTEACHER

Examples: Flagrant or persistent disobedience, damage to property / minor vandalism, misuse of ICT, interfering with teachers' possessions or documents, violence, dishonesty in serious matters, bringing prohibited Items into School Bullying behaviour, deliberately injuring another child, Serious bad behaviour in public or on fixtures, Serious insolence or rudeness to staff or parents, Serious contravention of ICT policies, vandalism, breaking bounds, stealing, endangering other people or self, cheating in an exam.	Repetition Internal Isolation Move to Phase 5
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Escalation following 3 previous lunch reflections.	
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Level 5: *SUSPENSION or EXCLUSION*

Examples:	Sanction	Repetition
Repetition of Phase 5 Offence Serious violence towards staff or pupils	Suspension or exclusion at HT's discretion	Suspension or exclusion at HT's discretion
Prohibited Items Offences		
Sexual Offences		

APPENDIX 2: SANCTIONS FOR BEHAVIOUR IN PRE-PREP SCHOOL & EYFS

Level 1: Low level behaviour (calling out, constant interruptions) Poor attitude to schoolwork	Verbal warning given and refer to the 'At Donhead We...' Timeout
Level 2: Unkindness to a member of staff or other children (verbal) Poor conduct/letting down the school.	Discussion with AHT Wellbeing at breaktime Parents informed to re-enforce positive behaviour at home.
Level 3: Repeat of above whilst on level 3 Physical aggression to other children Bad behaviour on school trips/matches Swearing or inappropriate language	Sent immediately to AHT Wellbeing Parents contacted regarding behaviour Action plan or Report card may be introduced Privileges may be removed, such as activities or fixtures. Meeting with Form Teacher
Level 4: Repeat of above Bullying Stealing Intentional damage to school or property	Parents required to have meeting with AHT Wellbeing and Form Teacher Other agencies, may be contacted if appropriate Reflection Time, temporary, or permanent exclusion may be imposed at the discretion of the Headteacher.
Any other issues will be done by a case-by-case basis.	

General Note

These appendices are for guidance only. The aim is to achieve consistency and fairness, and all members of staff are urged to use common sense, discretion, and flexibility at all times in ensuring the good discipline of pupils. The circumstances of each sanction must be considered, as well as any apologies, contrition, honesty, and co-operation after the event.

Review September 2025 (subject to annual review)