



Code of Conduct

Rewards and Sanctions Policy

March 2019

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Ethos

This school is non-selective and has inclusive learning policies whereby all pupils and staff are aware of our school values and expectations. These are visible on all classrooms and are consistently reiterated in assemblies and newsletters. The message on our values is consistent and strongly developed within the school culture. Our rewards and sanctions are embedded in this culture. We aim to keep our pupils safe, happy and learning at all times. We are aware of ideologies on growth mindset, mindfulness, restorative justice and reflection and we use these as supportive tools when dealing with issues around conduct. We believe in a firm but fair system where children have both rights and responsibilities. We believe that no child should compromise another child's right to being safe and to education. In cases where pupils infringe the rights of other pupils, an adult will intervene to restore the balance. Children at TPS are taught to resolve conflict, but they are also expected to seek help when they need it. Aside from a set of values within the school, we also have a set of learning goals which support the social, emotional and moral aspects of learning.

1. Rationale

- i. The board, teaching staff and non-teaching staff, students and parents should have an understanding of the behaviour expectations of Trident Prep Solwezi. This includes how we reward good behaviour and how we sanction misdemeanors.
- ii. The board, teaching staff and non-teaching staff, students and parents should know what the school policy is on misconduct, and follow it when bullying is reported.
- iii. Students and parents should be assured that misconduct is taken seriously and that they will be supported by the school when it is reported.
- iv. Bullying will not be tolerated at TPS. However, it is naive to suggest that it does not occur. Therefore all members of the TPS community are committed to educating the community about bullying and ensuring that this does not happen.
- v. The policy place clear guidelines on how to deal with incidences of misconduct.

2. Aims and Objectives

The aim of the rewards and sanctions policy is to ensure that students learn in a supportive, caring and safe environment without fear of being purposefully hurt by others, and that staff are free to uphold the school values and ethos. Any kind of misconduct is anti-social behaviour and effects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

3. Consultation

This policy has been developed and will continue to be developed in consultation with students, parents / carers and school staff. This includes discussion, questionnaires and class discussions.

4. Definition

Trident Prep Solwezi (TPS) prohibits acts of bullying.

Trident Prep Solwezi seeks to reward children who pay heed to our values of

Respect, Responsibility, Innovation, Industry, Integrity.



Bullying is defined as:

'Deliberate and repeated behaviour which intimidates, upsets, causes fear, emotional and or physical pain, and disrupts ability to learn or carry out roles and responsibilities in the victim or victims of such behaviour.'

Such behaviour is considered bullying whether it takes place on or off school property, at any school sponsored function, or in a school vehicle.

Code of Conduct examples:

Examples of Bullying

- Teasing
- Violence
- Isolation
- Put downs
- Threats /Intimidation
- Rumour mongering
- Harassment
- Unwanted cyber communication(s) including text messaging and email
- Any form of discrimination on the grounds of sex, race, religion, ability etc

TPS has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

Restorative Justice

Restorative Justice is a theory of **justice** that emphasizes repairing the harm caused or revealed by bad behaviour. It is best accomplished through cooperative processes that include all stakeholders. At TPS we will encourage our pupils to repair any harm done through this approach. We will use circle times as a means of repairing the damage and restoring the balance between the wrong do-er and the victim. This does not mean that the wrong do-er will not also be sanctioned. The focus of this approach at TPS is to start the healing process and to allow the wrong doer to listen to and focus on the harm that they have caused and to apologise. Parents may be asked to be a part of this process.

1. Early Years Department (EYFS)

1.1 Minor Incidences

- a) Immediate intervention
- b) Remove offender from the area
- c) Reprimand and explain why behaviour is unacceptable
- d) Apology to peer/teacher/assistant/helper
- e) Informal notification to parent by staff member who attended to incident

1.2 Major Incidences

- a) Immediate intervention
- b) Remove and isolate offender in a supervised room/area for a period of time and give reprimand with explanation
- c) Offender may rejoin group once s/he has apologised/calmed down/understands reasons for isolation etc.
- d) Record incident in incident book if injury has occurred e.g. biting
- e) Formal notification to parents and discussion regarding background of incident and intervention methods used and strategies to prevent further incidents



- f) Teacher records incident on incident record sheet to be filed in incident record file
- g) In the event that further incidents occur further discussions need to take place between teacher/parents/Headteacher and or EY class teachers and outcomes of this discussions to be recorded and placed in learner's personal file
- h) All staff to be notified of repeat offenders and learners put on observation
- i) Any further incidents to be recorded and reported to respective teacher and parents asked to attend further discussions. Management notified and parents given feedback of outcomes
- j) Advice on Professional intervention offered to parents in consultation with SEN.

1.3 Headteacher's Role

When a major incident occurs and it is reported to the Headteacher or a member of staff, they shall:

- a) Ensure that they are aware of all incidents through incident records/consultation and discussions with all parties. Sometimes this means that children are required to document their actions.
- b) Ensure that all staff are aware of and have followed stated procedures in the management of incidents and behaviour
- c) Ensure that there is uniformity by all staff in the management of incidents and behaviour within the department
- d) That all major incidents are dealt with by the respective teacher and Headteacher
- e) Ensure that they attend all discussions with parents pertaining to major incidents
- f) Ensure that all recurring major incidents and discussions with parents are documented
- g) Give advice to parents on management of recurring incidents and those that are escalating
- h) Ensure that all staff are aware of learners on observation and management of behaviours they are exhibiting
- i) Educate staff on communicating with sensitivity and comprehensively to parents on incidents
- j) Sensitise staff to prevention of potential situations that could result in incidents to occur
- k) Ensure all staff supervise learners in all areas at all times and are able to give an accurate account of incidents that may occur
- l) Ensure that all staff have basic first aid to deal with accidents that result from incidents
- m) Ensure that all staff are aware of the contents of the EY Behaviour Management document included below
- n) Ensure that management are aware of serious incidents and decisions pertaining to offenders are made in consultation with the Head and all parties are notified of the outcomes.

1.4 EYFS Behaviour Management

In cases where children encounter difficulties within the learning area and with their peers, the following management techniques will be used by the teacher to resolve these problems. The list below contains a few examples of some offences that have been encountered and parents are advised that each case is dealt with on an individual basis.

Offence	Degree of Seriousness	Management
Class conduct: Rough play Distracting others Refusal to comply	Mild	Child is cautioned once. If behaviour continues student is removed from situation and made to sit out for a short time next to a member of staff or within view of staff. Misconduct to be discussed with the child and child must be made to apologise before rejoining the group.
Breaking equipment	Moderate	Equipment removed from the child and child is cautioned. Child is removed from the activity for a short time and made to sit out in full view of the teacher. Child must apologise and parents informed.
Fighting	Moderate – serious	Both children to be stopped and removed from the area. Teacher to establish cause and if it is over equipment, remove equipment and caution both children. Children to be spoken to, made to apologise to each other and made to sit quietly next to a member of staff until they have settled down.



Offence	Degree of Seriousness	Management
Swearing	Moderate – serious	Child must be cautioned and told not to use bad language. Parents must be informed.
Tantrums	Serious	Child must be left alone or removed from the class until tantrum is over but within view of a member of staff. Ensure that area in which child is having tantrum is safe. Once tantrum is over discuss with the child firmly that this type of behaviour is unacceptable. Let child rejoin group only after they understand that they will be removed if the behaviour continues. Parents must be informed and agreed strategies discussed and put in place by both parties.
Biting	Serious	Teacher must assess the situation and establish reasons of the offence. The offender must be firmly cautioned and removed from the area at once and made to sit out for the duration of the activity. Victim must receive first aid and parents of both children must be informed. Strategies must be put in place for continuous offenders e.g. observation and removal from situations that could result in biting.

2. Primary (PRI)

2.1 Minor Incidences

- Immediate intervention
- Remove offender from the area
- Explain why behaviour is unacceptable
- Apology to peer/teacher/teaching assistant/helper
- Notification to parent in diary by class teacher.

2.2 Major Incidences

- Immediate intervention
- Remove and isolate offender to a supervised room/area for a period of time and give reprimand with explanation
- Offender may rejoin group once s/he has apologised/calmed down/understands reasons for isolation etc.
- Class teacher may record the incident in his/her file. Children are encouraged from the outset of any incident to tell the truth. They are also encouraged to write and account of what happened including their part in the incident. If incident happens in specialist lesson or during break, it is reported to child's class teacher for recording.
- Offenders will complete some reflection time in the Head's office (or just outside space allowing) this will be done in the form of a "Back on Track" sheet or "A Think Again Sheet" this will be signed by the child, the class teacher and the parent.
- Formal notification to parents will ensue including discussions regarding background of incident and intervention methods used and strategies to prevent further incidents
- In the event that further incidents occur further discussions need to take place between teacher/parents and Headteacher/Class teacher. The outcomes of these discussions to be recorded and placed in learner's personal file
- All staff to be notified of repeat offenders and who should be put on observation.

2.3 The Headteacher's Role

When a major incident occurs and it is reported to the Headteacher or senior teacher, they shall:

- Ensure that they are aware of all incidents through incident records/consultation and discussions with all parties
- Ensure that all staff are aware of and have followed stated procedures in the management of incidents and behaviour



- c) Ensure that there is uniformity by all staff in the management of incidents and behaviour within the department
- d) Ensure that all major incidents are dealt with by the respective teacher, Headteacher and/or Vice Headteacher
- e) Ensure that they attend all discussions with parents pertaining to major incidents.
- f) Ensure that all recurring major incidents and discussions with parents are documented
- g) Give advice to parents on management of recurring incidents and those that are escalating.
- h) Educate staff on communicating with sensitivity and comprehensively to parents on incidents.
- i) Sensitise staff to prevention of potential situations that could result in incidents occurring.
- j) Ensure all staff supervise learners in all areas at all times and are able to give an accurate account of incidents that may occur.
- k) Ensure that all staff have basic first aid to deal with accidents that result from incidents
- l) Ensure that all staff are aware of the contents of the Code of Conduct.
- m) Ensure that management is aware of serious incidents and decisions pertaining to serious offenders.
- n) Ensure that management and the Board are informed of decisions involving suspension and/or expulsion.

2.4 Discipline and Sanctions

If a student behaves in an inappropriate manner they receive corresponding warnings or sanctions according to the Code of Conduct. The class teacher determines appropriate punishment – extra work / short break-time, timeout etc. This will be recorded in the teacher’s Incident File. With Primary school children, it will be noted in the Homework Diary or as negative dojo points. Teachers will keep own records of this in the Incident File (Admin).

Referrals are given for more serious offences and handed directly to the Headteacher to take action. These are recorded and when a student receives 3 referrals a letter is sent home to parents indicating what the referrals were for.

We have an open door policy and if concerns are raised through our staff meetings or there is a pattern of misbehaviour from a particular student, the Headteacher or class teacher (after consulting with the Head) will call parents in to discuss how to modify the student’s behaviour or attitude. The Learning Support teacher may also be brought in to offer counselling. We always expect the highest standards of behaviour from all of our children.

If a child continuously misbehaves during swimming or PE or if a child poses a danger to themselves or others they will:

1. Get a verbal warning.
2. Be removed from the activity /pool for a set period of time. After which they will be asked to apologise and return.
3. Time away from PE – the child returns to class and misses the rest of the session.

2.5 Code of Conduct

Offence	Degree of Seriousness	Management
Class conduct: Rough play Distracting others Refusal to comply	Mild	Child is cautioned once. If behaviour continues student is removed from situation and made to sit out for a short time next to a member of staff or within view of staff. Misconduct to be discussed with the child and child must be made to apologise before re-joining the group.
Breaking equipment	Moderate	Equipment removed from the child and child is cautioned. Child is removed from the activity for a short time and made to sit out in full view of the teacher. Child must apologise and parents informed.



Offence	Degree of Seriousness	Management
Fighting and other inappropriate contact	Moderate – serious	Both children to be stopped and removed from the area. Teacher to establish cause and if it is over equipment, remove equipment and caution both children. Children to be spoken to, made to apologize to each other and made to sit quietly next to a member of staff until they have settled down.
Refusing to do as instructed	Moderate to serious	The child will be removed from the situation before a dispute starts with the adult. In this case another teacher can intervene and depending on the situation, a senior teacher or the Head should be informed.
Swearing and verbal misconduct	Serious	Child must be cautioned and told not to use bad language. Parents must be informed.
Tantrums and other violent behaviour or self-harm	Serious	Child must be left alone or removed from the class until tantrum is over but within view of a member of staff. Ensure that area in which child is having tantrum is safe. Once tantrum is over discussing with the child firmly that this type of behaviour is unacceptable. Let child re-join group only after they understand that they will be removed if the behaviour continues. Parents must be informed and agreed strategies discussed and put in place by both parties.
Biting	Serious	Teacher must assess the situation and establish reasons of the offence. Offender must be firmly cautioned and removed from the area at once and made to sit out for the duration of the activity. Victim must receive first aid and parents of both children must be informed. Strategies must be put in place for continuous offenders e.g. observation and removal from situations that could result in biting.

- **When things go wrong:**

Pupils will be sent to the Head’s office to fill in a “back on track” sheet (KS1) or a “think again” sheet (KS2) Depending on the severity of the incident, the Head or class teacher will council the children beforehand. These sheets will act as the reflection part of our school vlaues and must be signed off by the pupil, teacher and parent. In certain situations, the Head will ask parents to come and sign these sheets in her office. Otherwise they will be sent home for a signature and sent back to school. These forms will be fadded to the child’s file in the office for future reference.

3 or more “reflection times” will result in a time out of school/ short exclusion, This will be the remainder of the day or a full day at home, depending on the severity of the incident. In severe cases the child will be given an exclusion from class – this means that they will spend a day or part of the day doing their work alone outside the Headteachers office. If this is a repeat offence and a class exclusion has not been effective, parents will be called to take the child away from school for the day. For boarders, this next step will be decided on considering the placement of the exeat weekends and hostel arrangements.

- **When there is a dispute:**

Pupils will be removed from the immediate situation to somewhere safe and calm. They will be asked to narrate the events of the incident either in written form or verbally. The adult will decide on the next steps depending on what has happened. If the situation cannot be resolved rith there, the conflict will go to the Headteacher’s office.

The Head will use a restorative justice approach to conflict resoltion.



The Language of Conflict Resolution Strategies

TPS teaches the language of conflict resolution strategies:

All staff and pupils are expected to know and use these phrases.

Listen to each other, talk it out, take a step back, let's get help, compromise, emphasise, what do you feel, what's your goal? Let's stop! This is getting us nowhere. Let's communicate, I hear you, I can get on board with that.

- At TPS we often say...

“Cool head

Calm voice

Kind heart”

1. Rewards

At TPS we aim to reward our pupils more than we sanction them. There is a strong moral and spiritual culture at TPS, this is our best defence against negative outbursts of behaviour. Our school is a positive environment where pupils are safe to play and learn. TPS pupils want to come to school, it is a place where learning is fun and the social, emotional and moral aspects of learning are carefully considered. Positive behaviour is encouraged and negative behaviour is addressed and quickly dealt with effectively. Assemblies and class circle times provide the pupils with good moral and spiritual guidance. They give children a chance to learn how to express themselves and give them an opportunity for opinions to be expressed in a safe environment. We recognise that at TPS, we have some neuro-diverse children who present the need for rewards in areas where most other children would not need to be rewarded. We handle this with sensitivity and great care, encouraging our pupils to understand that we all develop at different ages and stages of our schooling.

Rewards are given through praise and and at all times pupils are treated with respect and dignity. The staff aim to lead by example and often use drama to exemplify a certain behaviour or highlight a certain character trait. The whole school is connected to the surrounding community through the class dojo app.

The school values are displayed in all classrooms and often referred to by the teachers and the pupils themselves. We aim to have a very clear school value system that is acceptable to all cultures, religions and ethnic backgrounds.

We seek to reward our pupils as much as possible for good behaviours, hard work, diligence and excellence. All rewards relate to our school values. Rewards can be received through the app “class dojo” points are rewarded by the class teacher and specialist teachers. They culminate in different rewards such as prizes and certificates and even events such as non-uniform days.

Pupils will be rewarded in weekly assemblies with a TPS Ambassador award and their photo in the weekly TPS Newsletter. Teachers will always relate the reward to the school value that it refers to.

Pupils are rewarded with visits to the Headteacher where praise and stickers are given. The Headteacher is visible around the school and is accessible to pupils and staff alike. Her door is always open. She will offer to give praise and rewards as she walks around the school. The Headteacher is a good role model and a positive influence.

Some pupils need an extra reward system to keep them on track at more regular intervals. This is where the class teacher (in consultation with the Head) will devise a behaviour chart for the individual. This is so that negative behaviour patterns are monitored and replaced by a more beneficial learning pattern. This should be shared with parents. See appendix 3.



2. Boarders

Children who are in boarding at the College will continue to follow the hostel policies under the guidance of the Assisnat boarding master (Prep) If there is an incident at TC that is reolved at TPS, this policy applies.. Unless the Head deems it otherwise necessary.

5. Related Policies

The following documents are related to the Code of Conduct

Pos	Description	Filename / Link
1	Back on track sheet	TPS shared Drive
2	Think again sheet	
3	Behaviour chart Home School Agreement	

6. Annex

The following documents are an integral part of the Code of Conduct.:

Pos	Description	Filename / Link
1	Home School Agreement	
2	TPS Values, mission and vision statements Hearlth and Safety Policy.	
4	Safeguarding Policy EYFS Policy	