DANES HILL SCHOOL

Behaviour and Rewards Policy

This policy applies to Prep School and Pre-Prep School, including EYFS

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1. Introduction

1.1 **Danes Hill applies a restorative approach to behaviour management.** Restorative practice aims to develop relationships and a community in order to manage conflict and tension by repairing harm.

1.2 At Danes Hill, we believe that behaviour is communication. Our approach is to understand what pupils are communicating through their behaviour, in order to support them in becoming thoughtful, principled individuals who understand that their actions have an impact – positive and negative.

1.3 We believe in the importance of kindness and mutual respect between all members of our community and place great importance on creating an inclusive and welcoming ethos. We treateveryone as an individual and aim to develop the whole person, so that pupils are well equipped to take their place in the world.

1.4 We encourage the adults within the school community to uphold the values of the school and serve as role models to our pupils. As an environment that encourages learning that will at times require risk taking, poor choices and mistakes will happen. We will always strive to notice and reward pupils who meet our expectations. When needed, the primary aim of any consequence is to encourage the pupils to reflect on their actions, understand the impact on themselves and others, and work towards restitution.

1.5 All incidents will be addressed on a case-by-case basis, considering the specifics of the situation.

2. Aims

2.1 The aims of this policy are underpinned by our school values and consist of:

- Foster a kind, respectful and inclusive community where all pupils feel safe, valued and supported, allowing every child to experience a true sense of belonging and inclusion.
- Every member of our school community is valued for who they are. We recognise and celebrate differences, and we actively promote an environment where all children feel seen, safe, heard and supported.
- Support pupils in developing emotional literacy and self-regulation, encouraging them to take initiative and ownership over their behaviour, actions, and impact on others.
- Create an environment in which pupils and staff can thrive, where learning is purposeful, relationships are strong, and individuals are empowered to be the best version of themselves.
- Promote a culture of reflection and responsibility, where children are supported to make wise choices, repair harm where needed, and learn from mistakes as part of their personal growth.
- Celebrate positive contributions and positive behaviour, recognising effort, kindness, and resilience as much as academic success.
- Respond to behavioural needs with compassion and flexibility, using a restorative and graduated approach that recognises individual circumstances, vulnerabilities, and learning needs.
- Model and reinforce the belief that character matters, and that behaviour is not about perfection, but about learning, relationships, and community.
- We will make reasonable adjustments for pupils who have special educational needs or disabilities under the Equality Act 2010

3. Danes Hill Values

3.1 At Danes Hill, behaviour is guided by values, shaped by relationships, and strengthened through

reflection. Children are not expected to be perfect — they are encouraged to be honest, to try, and to learn. We aim to provide a safe, inclusive, and supportive environment to enable pupils to step out of their comfort zone and try new things. In doing so, they not only grow as individuals but help to create the inclusive, respectful, and vibrant community we are all proud to be part of.

Growth – We believe that every pupil has the potential to learn, reflect, and improve. Growth requires a mindset of curiosity, resilience, and self-awareness.

Courage – We encourage our pupils to step forward with bravery, whether it is tackling a new challenge, standing up for what is right, or trying again after setbacks.

Respect – We expect all members of our school community to show kindness, consideration, and appreciation for others, the environment, and themselves.

Passion – We want our pupils to be inspired, to care deeply, and to give their best effort — not just in lessons, but in their friendships, activities, and conduct.

4. Pupil Expectations

A. Pre-Prep (Bevendean)

At Pre-Prep School, our Pre-Prep motto, *We Care, We Share, We Love to Learn,* sits at the heart of all we do. These simple yet powerful words reflect the nurturing and inclusive ethos we strive to create for our youngest learners. They guide the way we build relationships, respond to behaviour, and shape a sense of belonging and purpose within our school community.

This motto aligns closely with the Prep site values of Growth, Courage, Respect, and Passion, offering a strong and coherent foundation across both sites. Together, these shared principles help children to feel safe, valued and understood, while encouraging them to be reflective, responsible, and kind members of their community.

Our approach recognises that learning, academic, emotional, and social, happens best in an environment rooted in care, consistency, and connection. When children make mistakes, we see these as opportunities to learn and grow, not as moments of failure. Through calm guidance and restorative conversations, we support children in developing empathy, resilience and a deeper understanding of themselves and others.

Movement Around School and Supervision

At the start of each day, children remain in the care of their parents until they are welcomed into school by staff at 8.25am. This transition time is important for helping children feel settled and secure.

Whenever possible, children should move through the school as part of a class or group, with a member of staff accompanying them to ensure safety and calm movement. Staff are encouraged to lead from the front to support purposeful transitions and maintain a sense of togetherness.

Toilet Use During Class Time

To support independence while maintaining appropriate supervision, up to two girls and two boys may leave the room at a time in Reception, and one girl and one boy in Year 1. Staff should always be aware of which children are out of the room and gently check in if a child does not return within a reasonable time. This ensures both safety and wellbeing while encouraging responsibility.

Toilet Use During Playtime

During playtimes, children may use the toilet with permission from the member of staff on duty. They are kindly asked to check back in with the duty staff member afterwards, so that staff can remain aware of who is out of the playground area at any time. This helps us keep everyone safe while allowing children the freedom to manage their own needs.

Shared Areas and General Supervision

Children will be supervised in shared areas in a way that reflects their age and stage of development. Where possible, classroom sinks should be used for handwashing to minimise congestion in shared spaces.

Positive Behaviour Around Transitions

All staff are encouraged to use gentle, restorative conversations to remind children of our behaviour expectations - such as moving safely and respectfully through the school. If a child is seen running or becoming unsettled on the way to the toilet, this should be approached with calm curiosity and clear guidance, in line with our whole-school behaviour approach.

Pre Prep School/Bevendean Expectations - Pre-Prep (Nursery to Year 1)

Staff Version

"We Care, We Share, We Love to Learn"

At Pre-Prep School, we model kindness, curiosity, and consistency every day. These commitments guide how we support our children, colleagues, and school community.

In the Dining Room:

- I will encourage children to wash their hands and model good hygiene routines.
- I will promote calm, respectful mealtimes and model good manners.
- I will support children in making healthy food choices and trying new foods.
- I will celebrate independence while being alert to individual dietary and allergy needs.
- I will ensure that food is eaten in designated areas unless agreed otherwise.
- I will gently prompt children who may need support during transitions in and out of the dining room.

Around School:

- I will lead by example when moving around the site, modelling calm walking and respectful interactions.
- I will encourage children to walk safely and respond gently if they forget.
- I will model and reinforce friendly greetings, holding doors open, and using kind words.

- I will ensure children move as a group, with appropriate supervision at all times.

In the Classroom:

- I will greet children warmly and help them feel settled and ready to learn.
- I will encourage listening, turn-taking, and mutual respect.
- I will foster a growth mindset by praising effort, curiosity, and resilience.
- I will create an environment where it is safe to ask questions, get things wrong, and ask for help.
- I will encourage children to take pride in their work and celebrate small successes.
- I will model and reinforce tidy, respectful use of the classroom space.

Outside and at Playtime:

- I will actively supervise and engage with children during outdoor play.
- I will respond promptly and kindly to requests to use the toilet, ensuring children return safely.
- I will reinforce safe and kind play, guiding children away from rough or unsafe games.
- I will model how to take turns, share, and solve small disagreements positively.
- I will supervise the use of equipment like the pirate ship and STEM area, ensuring safety and fairness.
- I will remind children to walk bikes/scooters on site and to wear helmets where needed.

Assemblies or Events:

- I will model calm, respectful listening and help children do the same.
- I will support children in participating appropriately, asking questions, clapping, and tidying up.
- I will prepare the children beforehand, so they feel confident and know what is expected.

Personal Belongings:

- I will help children learn to look after their own belongings.
- I will gently reinforce boundaries around pegs, drawers, and classroom resources.
- I will remind families about appropriate items to bring into school and follow up sensitively if needed.

Phones and Devices:

- I will support Pre-Prep's phone-free approach by keeping my phone out of sight and only using it in staff-designated areas.
- I will contact home if required to support the child.
- I will ensure that devices brought into school by parents for exceptional reasons are handled in line with school policy.

And finally…

I will help make Pre-Prep a calm, inclusive, and joyful place where children feel safe, respected, and inspired to love learning.

Pre Prep School/Bevendean Expectations - Pre-Prep (Nursery to Year 1)

Pupil Version

"We Care, We Share, We Love to Learn"

At Pre-Prep, we try our best to make kind, safe choices every day. These "I will" promises help us show that we care, we share, and we love to learn.

In the Dining Room:

- I will wash my hands before I eat.
- I will use good manners and say "please" and "thank you".
- I will sit nicely and eat with my cutlery, and I will only take what I think I can eat.
- I know I can always go back for more
- I will always try new foods and keep an open mind.
- I will eat my fruit or snack in the right place.
- I will follow the allergy rules and listen to my teachers

Around School:

- I will walk inside the building. Running is for outside.
- I will take off my hat or hood indoors.
- I will be kind to others. I will say hello and hold doors open when I can.
- I will stay with my class or grown-up when I move around school.

In the Classroom:

- I will arrive with a smile and be ready to learn.
- I will greet my teacher politely.
- I will listen carefully and let others speak.
- I will put my hand up to ask or answer questions.
- I will try my best and take pride in my work.
- I will be brave and ask for help if I need it.
- I will help to tidy up and look after our classroom.

Outside and at Playtime:

- I will play sensibly on the playground and follow the rules.
- I will ask a grown-up before going to the toilet and come back quickly.
- I will play safely and kindly.
- I will wait my turn and share with my friends.
- I will use the pirate ship and STEM area sensibly and safely.
- I will walk my bike or scooter on school grounds and wear a helmet.
- I will only play ball games in the right place.
- I will not play rough or hurtful games.

During Assemblies or Events:

- I will sit quietly and respectfully.
- I will listen carefully to the speaker.
- I will put my hand up if I want to ask a question.
- I will clap to show support.
- I will help to leave the space tidy.

Personal Belongings:

- I will look after my things.
- I will not go into someone else's peg or drawer.
- I will only bring things from home if my teacher says it is okay.
- I will not bring phones, toys or watches to school.

Phones and Devices:

- I will ask a grown-up if I need to speak to Mummy or Daddy.
- I know Pre-Prep is a phone-free school.

And finally...

I will help make Pre-Prep a kind, caring, and happy place where everyone feels safe and ready to learn.

B. <u>Prep School</u>

At Danes Hill, our expectations reflect our school values: Growth, Courage, Respect and Passion. We believe that every pupil contributes to the atmosphere, kindness, and character of the school. These expectations are not about rigid rules but about helping everyone make thoughtful choices that support our shared community. These guidelines apply across all areas of school life and are designed to help pupils feel confident, safe, and proud of their behaviour.

Danes Hill Pupil Expectations (Staff Version)

Dining Room Expectations

- Pupils must wash their hands before entering the dining room and use hand gel if needed.
- Pupils are encouraged to take only what they can eat, with the option to go back for more.
- Pupils are encouraged to enjoy a rainbow plate of food where possible.
- Pupils are expected to say "please" and "thank you" to those serving food.

- Pupils should share meals together with good manners and a sense of community.
- Morning snacks or fruit may be eaten outside the dining room. All other food should be eaten in the dining room unless permission is given by a member of staff.
- Pupils must follow the food allergies instructions.

Around School Expectations

- Pupils should walk respectfully around the school. Running is for breaktime and sport.
- Pupils must remove hats and hoods inside buildings.
- Pupils should greet and acknowledge others with kindness.
- Pupils are expected to hold doors open and be mindful of shared spaces.
- Pupils must sign in at Reception if arriving late or leaving during the day (with permission).
- All pupils must register at the start and end of the school day.

Classroom Expectations

- Pupils should arrive on time, ready to learn, and with the correct equipment.
- Pupils and staff are encouraged to greet each other as they enter.
- Pupils should be open to new ideas, respectful of others, and allow everyone the chance to learn.
- Pupils are expected to raise their hand to ask questions or share ideas unless directed by a member of staff.
- Pupils are encouraged to ask for help when needed and take pride in their effort, even when things feel challenging.
- Pupils should behave in a manner that is safe for them and others.

Outside Areas and Break Times

- Pupils should play respectfully and stay within the school boundaries.
- Pupils must queue patiently for snacks and wait for the duty staff to arrive.
- Pupils must use the adventure playground safely and follow the guidance explained each term.
- Pupils should stay clear of driveways and car parks during their free time.
- Pupils must dismount scooters, bikes or skateboards on school grounds and wear a helmet.
- Pupils should only play in well-lit areas during darker months.
- Ball sports may only be played in designated areas.
- Physical games involving excessive contact, such as bulldog or rugby-style tackling, are not permitted at breaktime.
- Pupils must go to their designated area during wet break.

Assemblies, Events and Guest Speakers

- Pupils should arrive on time and sit, respectfully, showing awareness of others.
- Pupils must listen actively and give their full attention to the speaker.
- Pupils are expected to raise their hand to ask questions or contribute.
- Pupils should clap politely to show appreciation.
- Pupils are encouraged to leave the space tidy and better than they found it.
- Pupils should enter and leave the assembly space in silence.

Personal Belongings

- Pupils must treat their belongings and those of others with care and respect.
- Lockers and desks are personal and must not be opened without permission.
- Kindles and eReaders may be used with staff permission.
- Pupils must not borrow PE kits from others unless permission is given. They should speak to staff if they need help.
- The following items must **not** be brought into school:
    - Mobile phones , smart watches or similar devices with internet/cellular capability, unless you have been given permission on medical grounds. If required for travel to and from school, only a basic mobile phone must be used and handed in at reception.
    - Knives or weapons
    - Alcohol, drugs, tobacco, vapes, or related items
    - Pornographic or inappropriate images or material
    - Fireworks or dangerous substances
- If in doubt about whether an item is appropriate, pupils should speak to their Form Teacher before bringing it in.

Mobile Phones and Devices

- Pupils should not bring smartphones or internet-enabled devices to school, on school trips or to fixtures. Pupils with basic mobile phones , that have permission to carry them on their way to and from school, must hand phones into Reception at the start of the day. Phones must be switched off, named, and not seen or used on site at any time. See Mobile Phone Policy for further details.

Danes Hill Pupil Expectations (Pupil Version Year 2-8)

At Danes Hill, we try our best to follow/uphold the school values: **Growth**, **Courage**, **Respect** and **Passion**. These values help us make good choices and look after each other every day.

In the Dining Room:

- I will wash my hands before eating.
- I will be polite to the people serving me.
- I will use good table manners and eat with cutlery.
- I will only take what I think I can eat
- I know I can always go back for more.
- I will aim to enjoy a colourful (rainbow) plate of food!
- I know I can take Morning Snack and fruit outside to eat
- I know all other food should stay in the dining room unless a teacher says otherwise.
- I will follow the school allergy guidance.

Around School:

- I will be polite and remember to say “Please” and “Thank you”
- I will walk. Running is for breaktime and sports.
- I will wear the correct uniform
- I will take off my hat or hood indoors.
- I will be kind to others. I will hold doors open and say hello.
- I will sign in if I arrive early or late or leave during the day.

In the Classroom:

- I will arrive on time, ready to learn.
- I will greet my teacher politely .
- I will listen carefully and let others speak.
- I will put my hand up to ask questions.
- I will aim to take pride in my efforts.
- I will be brave and ask for help if I need it.
- I will behave in a safe way.

Outside and at Break:

- I will stay within the school boundaries.
- I will wait for snacks and not help myself.
- I will play safely and respectfully.
- I will use the adventure playground respectfully.
- I will be careful near the car parks.
- I will get off bikes or scooters when on school grounds and. I will wear a helmet.
- In the dark, I will stay in well-lit areas.
- I will only play ball games in the right places.
- I will not play rough games like tackling or bulldog.

During Assemblies or Events:

- I will sit quietly and respectfully.
- I will enter and depart quietly.
- I will listen to the speaker.
- I will put my hand up if I want to ask a question.
- I will clap to show support.
- I will leave the space tidy.

Personal Items:

- I will look after my belongings.
- I will be respectful of other people's belongings
- I will not go into someone else's locker or desk.
- I will only bring things like eReaders if my teacher says it is okay.
- I will ask before borrowing the PE kit.
- I will not use mobile phone sor smart watches at school
- I will not bring these to school:
    - Weapons or dangerous items
    - Drugs, vapes, alcohol or tobacco
    - Anything rude or inappropriate

Mobile Phones:

- I will not bring smartphones or internet-enabled devices to school, on school trips or to fixtures, unless I have special permission on medical grounds.
- If I need a phone for travel to and from school, this should be a non-smartphone, such as a basic mobile phone without internet access.
- If I have an approved phone, I will name it clearly and switch it off before I hand it in at reception on arrival
- I will not use my phone on school buses. Once collected at the end of the day, they should be kept safely in the school bag.
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5. Approach and Responsibilities

5.1 At Danes Hill, our approach to behaviour is founded on our shared Values of **Growth, Courage, Respect** and **Passion**, and shaped by our commitment to developing character, not just compliance. We believe behaviour should be guided by relationships, reflection and responsibility — not by rigid rules or fear of punishment.

5.2 We strive to create a safe, inclusive and supportive environment where everyone is known, valued, and heard. Pupils are encouraged to meet high expectations in their conduct, both within and beyond the classroom, and to make thoughtful, kind, and courageous choices. Our aim is not perfection, but progress — helping children grow in confidence, wisdom and integrity.

5.3 Behaviour at Danes Hill is understood as a form of communication. When difficulties arise, we use a restorative approach to explore what happened, who was affected, and what needs to happen to make

things right. Consequences are designed to help pupils reflect, restore and re-engage with the community, not simply reprimand.

5.4 Restorative questions:

- Are open questions which require an answer
- They seek to build an understanding rather than to blame or shame
- The questions are neutral and non-judgmental
- They can be applied in every situation
- They are more likely to promote responsibility-taking
- They allow the person to tell their story
- They are likely to help the harmer develop some empathy for those affected

5.5 We also recognise that behaviour can be shaped by a range of factors, including learning needs, mental health difficulties, and wider life experiences. In such cases, a graduated and individualised response is essential. Adjustments are made with care, and all pupils are supported to access the same high expectations with the help they need to succeed.

5.6 Danes Hill is a collaborative community. Parents, staff, and pupils work in a partnership described as **The Danes Hill Triangle** to promote kindness, inclusion and accountability in all aspects of school life. Support systems are in place across the school to ensure every child has someone to turn to and is helped to develop the skills they need to navigate challenges and take pride in their actions.

5.7 Support systems are in place for pupils and are managed by Heads of Section

5.8 There is an effective parent liaison system in which parents are always informed of any significant behavioural procedures taken by the school. The school may also consult external agencies (such as Educational Psychologist) when needed

5.9 In practice, this means:

- Behaviour expectations are guided by our school Values and are shared clearly and consistently across the school.
- Positive contributions are regularly recognised, praised, and celebrated.
- Expectations apply equally in lessons, at play, on trips, in clubs, in digital communication, and outside of school.
- Restorative conversations and reflective time are used to address difficulties and to support pupils in taking responsibility for their actions.
- A culture of mutual respect is upheld between all members of the school community — pupils, parents and staff alike.
- Adjustments and additional support are made where needed in accordance with the Equalities Act 2010.
- We do not use corporal punishment, humiliation, public example, or any other form of punishment which belittles or emotionally undermines a student.
- Clear communication with families ensures that any behavioural concerns are addressed collaboratively and sensitively.
- A record is kept of serious incidents, and any necessary follow-up prioritises learning and repair.

5.10 At Danes Hill, we work together to nurture thoughtful, kind and responsible individuals — children who understand that their behaviour shapes the community we are all part of.

6. Monitoring, Communicating and Recording

A. Monitoring, Recording and Communication

The Pastoral Team monitors behaviour across the school in order to identify patterns, ensure that positive and negative behaviour receives the appropriate rewards or consequences and offers the support and learning required to help pupils become the best versions of themselves. Behaviour is monitored, recorded and communicated in the following ways:

- Form Teachers are, in the first instance, responsible for the pupils' pastoral care and will monitor their pupils' academic and personal development closely.
- Form teachers and Heads of Year will offer initial support and praise where appropriate.
- Positive behaviour is rewarded as per sections 7 & 8 below.
- If there is significant concern regarding pupil behaviour, mental health or wellbeing, pupils will be added to the Welfare Concern List.
- Pupils on the Welfare Concern List are discussed at the weekly Pastoral Committee Meeting where further triaging of additional support is discussed and agreed.
- Team Around the Child (TAC) Meetings are held to ensure information is shared with relevant staff and support is consistent.
- Deputy Head Pastoral will also update SMT and SLT of any behavioural trends, concerns and positives.
- Recording of all behavioural consequences and rewards is done via CPOMS and ePraise. Any safeguarding concerns are referred to the Designated Safeguarding Lead in line with the School's Safeguarding Policy and recorded via CPOMS
- Parental communication will take place when appropriate.

7. Rewards and Positive Consequences

7.1 At our school, we believe that recognising and celebrating positive behaviour, effort and character is central to nurturing a kind, motivated and aspirational community. Our rewards system is designed to reinforce the School Values, promote a strong sense of belonging, and encourage every pupil to contribute positively to school life.

7.2 We want our pupils to understand that all behaviour has consequences. The following section refers to the consequences relating to positive behaviour.

7.3 Whether through verbal praise, House Points, Head's Commendations, or positions of responsibility, our aim is to highlight not only achievement but also effort, improvement, kindness, and service to others. We value both individual excellence and team contribution – and we believe rewards should be fair, purposeful and developmental, helping pupils to feel seen, valued and inspired.

7.4 Rewards at our school are not about competition for its own sake but about recognising what it means to be a thoughtful learner, a considerate friend and an active member of our community.

A. <u>Pre-Prep</u>

- The reward system exists to recognise achievement in all areas of the curriculum for good standards, progress, and effort. It also serves to recognise pastoral achievements such as good manners and behaviour, helpfulness, kindness, consideration, perseverance, and resilience.
- The children in this section are very young and need continuous praise and encouragement.

Therefore, rewards are frequent but not to the extent where they become meaningless. The rewards become more difficult to achieve as they proceed through school.

- All Heads of Year ensure continuity, fairness, and standardised levels of reward within their year group. Pre-Prep children are class teacher-based for most of the day, so nearly all the rewards are given by the teachers. Specialist teachers are welcome to nominate a child from their lessons to receive special rewards.
- On occasions, a pupil might be sent to the Head of Year or the Head of Pre-Prep for further praise, especially if they have been through a difficult time. In these special circumstances, we use the same system of rewards. The Head of Pre-Prep can award special stickers and certificates, including Head Teacher certificates where appropriate.

i. Mini Transition and Transition

- Stickers and stamps are used to reward children for pleasing work, model behaviour, good social skills, correct behaviour at playtimes, etc. For the most part, these are placed on the child's clothing but may occasionally be put on a piece of work, if appropriate.
- On some occasions certificates have been used to reward groups of children. Praise and verbal recognition of children's achievements is constant, and individuals are frequently applauded by their peers.
- Appropriate behaviour is usually rewarded by giving that child added responsibility, e.g., leading the class or helping an adult. In Transition, Star of the Day' certificates and stickers are awarded every day to a child in each class and Golden Certificates are awarded every week to one child in each class.
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ii. Reception

- Stars, stamps, stickers, and house points are awarded at the teacher's discretion for attitude, attainment, behaviour, helpfulness, etc. These are placed on the child directly or put on the piece of work or both.
- Merit certificates and a sticker badge are awarded to two children per class at the end of each week in assembly by the Head of Pre-Prep. Every child will receive this award approximately once a term. Ambassador badges are also awarded to children who are role-models in Reception. These children demonstrate skills such as kindness, resilience, and perseverance.
- Individual learning targets are set, monitored, and reviewed termly and verbal praise is given constantly in this year group.

iii. Year 1

- Year 1 staff maintain the consistent use of special stickers and Dojo points to act as immediate and frequent motivational rewards, both of which feed into the awarding of house points, which contribute towards House totals.
- Merit certificates are awarded to two children per class each week in assembly by the Head of Pre-Prep. Leader badges are also awarded to children who are role models in Year 1. These children demonstrate skills such as kindness, resilience, and perseverance.
- Individual learning targets are set, monitored, and reviewed termly and verbal praise is given constantly in this year group.

B. <u>Prep School</u>

At the heart of our behaviour policy is a belief in the power of praise. Pupils flourish when their efforts, progress and character are acknowledged – both formally and informally.

Encouragement from teachers and recognition from peers contribute to a positive school culture and a strong sense of belonging. Form Teachers play a key role in establishing routines and promoting the School Expectations from the start of each academic year, including for all new joiners.

i. Celebrating Positive Behaviour and Contribution

Staff are strongly encouraged to reward pupils for demonstrating the School Values (Passion, Growth, Respect and Courage). This may take many forms, including:

- **Verbal Praise:** An encouraging word to a pupil, either discreetly or publicly, to recognise effort, progress, kindness, or achievement.
- **Written Praise:** A positive comment in the pupil's homework diary, report, or on a piece of work, enabling parents to share in their success. This may also include sending recognition home via email or a postcard posted home.
- **Referral to Form Teacher: Informing a** Form Teacher of notable behaviour or achievement to ensure consistent recognition across school life.
- **Referral to Senior Staff**: Sending a pupil to a Head of Section, Deputy Head or Head for a special commendation.
- **Public Recognition:** Acknowledging pupil achievements in House Meetings, Section Assemblies or whole-school events.
- **Head's Award:** Half-termly basis, pupils that have shown extraordinary effort in a piece or work or their behaviour nominated to the Head to discuss their work/actions.

ii. Group of the Week

Staff can nominate a whole form or a group of pupils that have, collectively, contributed to a good piece of work, lesson or event and/or that have, as a group, reflected the school's values.
These nominations are received by the SLT who sanctions the award. The group then meets the member of staff at breaktime for an enhanced snack and group acknowledgement.

Iii. House Points

House Points are the most common method of day-to-day reward and serve to reinforce positive behaviours, contribution and commitment to the School Values.

- **One House Point** (HP) is typically awarded for a single action, such as helpfulness, kindness, excellent effort, teamwork, or academic progress.
- All staff may award House Points at their discretion, rather than meeting a max/min quota. As a guide, across a term (approx. 11 weeks) a teacher should consider awarding at least a house point per day, which would equate to approximately 500-600 HPs in any term, with 1000 HPs being a suggested upper limit – across junior and upper school.
- Points contribute to the **individual pupil total** with **milestones** (e.g. Bronze, Silver, Gold) are recognised through certificates, scrolls or badges in House Meetings and Assemblies.
- The cumulative House points for a form/year group also contributes to the House Cup competition, whereby one section is dedicated to house points, fostering team spirit and healthy competition.

House Points earned by individual pupils are collated by year group to be recognised in the end-of-term assembly:

- **Junior School (Years 2–5):** The highest House Point earner in each *form group* receives a certificate during the end-of-term House Assembly.

- **Upper School (Years 6–8):** The *three highest scoring boys* and *three highest scoring girls* across the year group receive certificates in the House Assembly.

These recognitions help reinforce consistent effort, positive behaviour and engagement in school life.

The **Heads of Section** oversee the fair distribution and consistency of House Point awards across classes and year groups on a weekly basis

iv. Commendations

Commendations are awarded for exceptional contributions to school life and are recorded centrally on the school's ePraise platform.

Children in Years 2 and 3 receive Junior Commendations. When they receive 3 of these, they are awarded their first scroll. When they receive 6, they are awarded their second scroll. HOYs are responsible for ensuring fair distribution and consistency in years 2 and 3.

Pupils in Year 4 and above may earn badges to pin on their uniform as visible recognition of multiple commendations. They can view their awards and progress by logging into their ePraise account.

The hierarchy of awards is as follows:

- **Circle**: blue → red → yellow (3 commendations per level = 9 in total)
- **Triangle**: blue → red → yellow (3 commendations per level = 9 in total)
- **Square**: blue → red → yellow (3 commendations per level = 9 in total)
- **Hexagon**: blue → red → yellow (3 commendations per level = 9 in total)
- **Bar** (rectangle): blue → red → yellow (3 commendations per level = 9 in total)
- **Senior Pin** (Raven): blue → red → yellow (3 commendations per level = 9 in total)
- **Senior Pin** (Raven): bronze → silver → gold (6/9/12 commendations per level = 27 in total)

Each pin badge is earned via achieving 3 commendations up to the final senior pins, which require 6/9/12 respectively.

The aim is for the senior pins to be highly aspirational, and a challenge to achieve. With three commendations per badge (blue/red/yellow), and 7 levels of badge (circle-senior pins) a pupils will need to obtain 54 commendations to get to senior pins - during their time at the school; with a further 27 commendations to get to Gold. That is a total of 81 commendations.

As a guide to staff: From Y4 to Y8 (5-year groups), that equates to approximately, an average, of one level (i.e. 3 commendations) per term to achieve the Gold Pin in Y8.

A commendation should therefore be preserved for the highest quality of work; they may be awarded for the following:

- **Academic Excellence**
  - ☐ Outstanding classwork (written or oral)
  - ☐ Top performance in exams or CATs
  - ☐ Significant improvement or effort in a subject or skill area

- **Social Contribution**
  - ☐ Exceptional helpfulness or kindness to others
  - ☐ Leading or contributing to fundraising or charity events
  - ☐ Supporting younger pupils or those new to the school
  - ☐ Demonstrating consistent improvement in behaviour, manners or attitude
  - ☐ Making valuable contributions in Form Time or PSHE/PD lessons

- **Creative & Co-Curricular Achievement**
  - ☐ Achieving a 'Distinction' in music, LAMDA or other performance exams
  - ☐ Representing the school at County or National level in sport
  - ☐ Outstanding work in Art, DT or creative subjects, especially if displayed
  - ☐ Performing music, drama or poetry in school events or assemblies
  - ☐ Competing in external competitions or representing the school with excellence

v. Rewards & Recognition – Staff (Prep) Reference Table:

- Tip: **House Points** = little and often; **Commendations** = rare and remarkable.
- Target: Approx. 1 badge level (3 commendations) per term (or 1 or 2 commendations per ½ term) from Y4–Y8, for pupils aiming for the Gold Pin in Y8.
- All rewards should celebrate values, effort, kindness and excellence – not just outcomes.

Type of Recognition	When to use	Where to log/action	Typical Frequency
Written Praise	To share success with home: diary note, report comment, email or postcard sent home	In diary, report or handwritten note	Regularly
House Point	For everyday good deeds: effort, kindness, teamwork, good manners, helpfulness, academic contribution	ePraise	Frequent - daily/weekly (**500-1000** per term per teacher)
Commendation	For exceptional achievement, improvement or character – academic, social or co-curricular	ePraise	Occasionally (**20-50** per term per teacher)
Public Recognition	For significant achievement to be shared in assemblies or newsletters	Notify Head of Section	As appropriate
Group of the Week	For a full form/group showing teamwork, values, initiative or collective achievement	Nominated to Head's PA for SLT	Weekly
Senior Staff Referral	For outstanding effort or contribution worthy of direct praise from HOS, or Head	Verbal/email to relevant SLT	As needed
Head's 'Choc & Chat'	For an extraordinary moment of personal effort, kindness or work.	Nominated to Head of Year/ Section	Half-termly

vi. Upper School Leadership Awards Pathway (Years 6–8)

The Upper School at our school is structured to provide every pupil with an intentional, value-led journey from exploration to service and leadership. Through a clear progression across three years, pupils are supported in discovering their strengths, developing passions, and learning to lead by example in their school and wider community.

This developmental journey, through the Upper School, is supported through three key awards:

Year Group	Award	Purpose Summary	Recognition

Y6	**Corby Award** (Co-Curricular)	*Find and follow a passion*	Corby 25/50/75/100 badges or certificates
Y7	**Raven Award** (Service)	*Serve others through your passion*	Raven Award (Pass/ Merit/Distinction)
Y8	**Positions of Responsibility** (Leadership)	*Lead and inspire through service*	Positions awarded at speech day/assemblies

a) The Corby Award – Year 6 (Co-Curricular Exploration)
Named after the 'Corby', a Scottish word for raven, this award encourages Year 6 pupils to *step out of their comfort zone*, try new things, and explore the breadth of school life.

Award Structure: Pupils collect points for their involvement across six areas:

- **Active** – Sport, PE, outdoor challenges
- **Performing Arts** – Music, Drama, Dance
- **Creative Arts** – Art, DT, Photography
- **Academic Enrichment** – Clinics, Subject Clubs, Competitions
- **Service** – Charity work, Eco Committee, Helping roles
- **Personal Challenge** – In or out of school (e.g. learning to cook, completing a hike, fundraising)

Tracking and Recognition:

- Pupils use a passport-style activity log to tick off experiences and reflect on their contribution. This is about breadth, consistency and spirit, not performance outcomes.
- Levels of achievement: Progress milestones at 25/50/75, with a final badge or certificate for Corby 100.

b) The Raven Award – Year 7 (Service and Responsibility)
Building on the Corby Award, the Raven Award challenges Year 7 pupils to turn their interests into *meaningful acts of service*.
Award Structure**:** Pupils complete a Raven Logbook across four strands of responsibility:

- **School Community** – Contributing to school life (e.g. mentoring, library monitors, team leaders)
- **Family** – Helping or supporting family members meaningfully
- **Out of School** – Volunteering or contributing to the wider world (e.g. clubs, neighbourhood, faith groups)
- **Personal Development** – Setting and achieving a personal goal (e.g. reading challenge, managing a budget)

Assessment and Recognition**:**

- Pupils document and reflect on each experience in their logbook.
- Staff mentors or tutors sign off activities.
- Awards are graded:
  - **Pass** – Consistent contribution
  - **Merit** – Proactive service across all areas
  - **Distinction** – Outstanding commitment and reflection
- Presented in Summer Term assemblies with Raven pins or certificates.

c) Positions of Responsibility – Year 8 (Leadership and Mentorship)
In Year 8, pupils are given opportunities to *lead through service* and take on visible roles that contribute to the life of the school. Pupils are encouraged to lead with humility, to support others, and to model the School Values in daily life. Each pupil leader has a staff mentor who provides

feedback, support and guidance across the year.
Pupils who demonstrate consistent excellence in effort, behaviour, and service to the school may be appointed to positions of responsibility in the top year, Y8, such as:

- **Heads of School** (previously known as Head Boy/Head Girl).
- **House Captains**.
- **Council Representatives** (School Council, Eco Committee, Charity Committee).
- **Senior Prefects** (linked to a junior school form as a mentor).
- **Subject Prefects** (to promote that subject across the school).
- **Sports Captains** (on an individual sport).

The process for appointment is run by the Head in conjunction with the Head of Upper School. The process of selection is likely to involve input from the staff, the pupils, colleagues in charge of those areas and the SLT. The appointments are made by the Head based on these recommendations.

The selection of a pupil for an award should be based on merit and commitment to the School and/or the area of interest. Whilst the objective is to spread the opportunity for a leadership role across the cohort, this shouldn't discriminate against a pupil obtaining more than one position of responsibility. A pupil is unlikely to be awarded two of the highest-ranking positions (e.g. those awarded at speech day, or a senior prefect role), but a combination with a captain of a sport and/or a subject prefect and/or a council representative is possible.

Pupils are not the finished article when it comes to leadership – although our Elev8 curriculum width enhances pupils' core competencies. Pupils in positions of responsibility will have staff mentors from the SLT and/or area of responsibility (e.g. a HoD) to guide, support and encourage.

The Heads of School & House Captains are announced at the presenting year's Speech Day; the remaining positions of responsibility are awarded at events/assemblies throughout the year.

d) Pupil Leadership – Roles Reference Table

Position	Job Description	Staff Mentor	Selection Process
Head(s) of School*	Represent the school at key events; model values; speak in assemblies; support pupil voice.	Head/ Head of Upper School	Application or nomination → Staff and peer input → Final decision by Head/Head of Upper School → Head sign-off
House Captains*	Lead House events/assemblies; generate House spirit & motivate peers; support inter-House competitions.	Head of House /Head	Selected based on contribution to house events → Nominated by House staff & pupils → decision by Head & Head of House → Head sign-off
Senior Prefect	Act as a role model; support Junior Form group; assist with duties, events and tours.	Heads of Section (JS & US)	Selected based on reliability, behaviour & contribution → decision by Head& Heads of Section → Head sign-off
School Council Chair	Chair pupil voice committee meetings; collate and present pupil ideas; coordinate campaigns and events; speak in assemblies; liaise with SLT.	School Council/ Eco/ Charity Lead (staff)	Selected based on contribution to committee → decision by Head & Council lead

			→ Head sign-off
Subject Prefect	Promote subject across year groups; help run clubs, events or clinics; support displays and competitions.	Head of Department	Nominated by Head of Department and SLT based on interest, effort and subject passion
Sports Captain	Lead a specific sport – reading weekly reports in assembly; supporting younger squads – training/matches; model fair play.	Director of Sport / Head of Sport	Nominated by Sport staff based on skill, attitude and team contribution → decision by Head & DoSp → Head sign-off

- * Heads of School & House Captains form the **Pupil Leadership Team** and meet with the Head fortnightly.
- Pupils may hold more than one role, though typically **not more than one top-tier award** (e.g. Head Boy/Girl or House Captain).
- All roles are supported by **a designated mentor** who meets with them termly to guide, reflect and review progress.
- Most positions are announced **at Speech Day (Summer Term)** or **at key assemblies early in the academic year**.

e) The Leadership Pathway (Summary):
This Leadership pathway ensures that by the time pupils leave at the end of Year 8, they have not only experienced the richness of school life, but also learned how to lead, contribute, and care for others – skills and values that will serve them well beyond the school gates.

Vii. The House Competition

The House Competition is a vital part of school life, promoting camaraderie, motivation and pride. It offers a vertical structure for pupils across year groups to interact, collaborate, and compete in a positive and inclusive way.

The competition runs across the academic year and draws together multiple elements of school life - from daily behaviour and effort to sport, music, and creativity (house points) to whole-school competitions. Every pupil's contribution matter, reinforcing the value of teamwork and individual responsibility.

The competition is decided by the accumulation of House Credits, across the three terms, in the three main areas of house competition:

- House Points (approximately 50% of the overall credits' total)
- House Sport (approx. 25%)
- House Arts (approx. 25%)
- Other Events

a) House Points: Inter-House Ranking System

At the end of each term, House Points are aggregated and converted into House Credits for the overall House Competition:

- **House Points from each year group** are totalled by House.
- To ensure fairness based on House size, totals are **divided by the number of pupils in the House**.
- Houses are then ranked from **1st to 4th** based on these adjusted scores.

Credits are awarded as follows:

- ✓ **1st place** – 80 credits
- ✓ **2nd place** – 60 credits
- ✓ **3rd place** – 40 credits
- ✓ **4th place** – 20 credits

This process is repeated at the end of each term (Autumn, Spring, Summer), ensuring that sustained effort throughout the year is rewarded.

b) House Events and Competitions Inter-House Ranking System

In addition to House Points, credits are awarded through a wide range of House events and competitions. These offer opportunities for pupils to represent their House in both curricular and co-curricular contexts.

House Events Credit Structure:

Event Type	1st	2nd	3rd	4th
Single-sex, single year group (e.g. Y3 Girls' House Football)	8	6	4	2
Co-ed or multi-year group events (e.g. Y6/Y7 House Dodgeball)	16	12	8	4
Whole-school events (e.g. House Drama, House Music)	80	60	40	20

Events include:

- **House Sport**: House Football, Netball, Rugby, Cross country, etc.
- **House Arts**: Drama and House Music Creative or STEM Challenges
- **Other Events**:
  - House Quizzes and Academic Challenges
  - Eco or Charity Initiatives
  - Any other competitions as decided by staff leads or pupil committees

c) End-of-Term Celebration

At the end of each half term the house that has accrued the most house credits, for that half term only, will be recognised. Following the end-of- Half Term Assembly, the house members gather at the flagpole (outside Cottage), and their flag is raised, and flies for the duration of the following term. This is for the Autumn and Spring Terms.

There are also shields that will be displayed under the house banners in the Ark that will migrate on an annual basis based on the winners of each term's events such as the term's combined sports results, house music/drama, house points totals, etc.

d) End-of-Year Celebration (House Champions)

At the end of the Summer Term, the total House Credits earned from all terms and events are added together. The House with the highest total is crowned **House Champions** for the year.
The winning House is rewarded with a special treat, typically an afternoon off-timetable enjoying garden games, refreshments, and an ice-cream van — a celebration of teamwork, commitment, and community spirit.

e) Speech Day Prizes

Speech Day(s) is a key moment in the school calendar, held at the end of the Summer Term to celebrate the character, commitment, and achievements of our pupils. Central to this is the Prize Giving Ceremony, where pupils across the school, currently in two separate events (Reception-Y1 and Years 2 to 8) are formally

recognised for their contributions to school life.

The objective of Speech Day Prizes is to reward excellence across a wide range of areas. Excellence may take the form of:

- Attainment – consistently high performance in a subject
- Achievement – significant progress or improvement
- Endeavour – sustained effort, attitude and commitment over time

This approach ensures we recognise not only top performers, but also those who have worked hard to overcome challenges or shown resilience and dedication.
Prizes are awarded across academic subjects, sport, the arts, and wider school contributions (e.g. service, leadership, house commitment).

Awards are given to approximately 1/3 of each cohort, maintaining their prestige and exclusivity. The majority of prizes are individual. Staff nominate pupils based on agreed criteria (above) within departments or sections. Heads of Section oversee the moderation of nominations to ensure fairness and consistency across year groups.

Final lists are reviewed by the Deputy Head (Organisation & Co-Curriculum) before final sign-off by the Head prior to print and announcement.

Examples of Speech Day Prizes include (but are not limited to):

- Subject Prizes: English, Maths, Science, Languages, Computing, Art, DT, Music, Drama, Humanities
- Progress Awards: Recognising significant improvement or resilience
- Effort or Endeavour Prizes: For consistent attitude and work ethic
- Sportsmanship and Contribution to Sport
- Contribution to House, Charity or School Life
- Head's Academic and Head's Citizenship Awards
- Special Cups and Named Awards

A full list of current prizes by year group is available in the annual Speech Day Prize List spreadsheet, managed by the Deputy Head (Organisation & Co-Curriculum).

f) Gifts

Gifts may be given by Form Teachers to their pupils as a gesture of appreciation at the end of term or on special occasions. These are not linked to academic work or behaviour and should be seen as a token of goodwill rather than a reward for achievement.

Guidelines for Gifts:

Approval: All gifts must be agreed with the Head of Year (HoY) and/or Head of Section (HoS) to ensure consistency across form groups and year groups.
Value: Gifts should be nominal in value, with a maximum of £5 per pupil (ideally less).
Type of Gift:

- Sweets are permitted (e.g., an Easter egg at Easter) as these are not considered academic rewards.
- Craft-based gifts or small practical items are encouraged to promote creativity and sustainability.

Frequency: Typically, at the end of term or during a seasonal celebration (e.g., Christmas, Easter).
Equity: Ensure all pupils in the form receive the same gift to maintain fairness.

Note: Gifts should complement, not replace, the school's formal rewards system and should always reflect the school's ethos of kindness and community.

8. Consequences

8.1 Behaviour is often a form of communication and whilst consequences are outlined in this section, the primary objective will always be to understand the cause of the behaviour and have restorative conversations with the pupils to offer the support they need, help them understand the consequences of their actions on others and their surroundings and work towards restitution.

8.2 There will be occasions where pupils struggle to uphold our Values and Expectations. In these instances, we will take time to understand why and offer pupils the support they need to make better choices in the future, but also to help them understand that just like positive behaviour, negative behaviour has consequences.

8.3 Each situation will be considered on its own merits, with careful attention to the pupil's stage of development, individual needs, any recurring behaviours, and the circumstances involved.

A. <u>Pre Prep</u>

8.4 The Form teachers will oversee the behaviour management for each pupil, but additional support and involvement from Heads of Year, Heads of Section, Deputy Heads and the Head will take place when required.

8.5 Circle Time andweekly PSED Jigsaw lessons play a major part in the life of Pre-Prep children, and the six Golden Rules form the firm foundation of our Pre-Prep Behaviour policy.

8.6 The Golden Rules are:

- Do be gentle - Do not hurt anybody
- Do be kind and helpful - Do not hurt people's feelings
- Do be honest- Do not cover up the truth
- Do listen to people - Do not interrupt
- Do work hard - Do not waste your or other people's time
- Do look after property - Do not waste or damage things

8.7 With very young children, the consequences for negative behaviour must be immediate and delivered on the majority of occasions, by the Form Teacher. Behaviour patterns are very much in the formative stage, therefore, unless there are elements of danger or insolence, discussing the positive and negative aspects of a particular behaviour should be the first port of call. Should another child be hurt accidentally or otherwise, an apology must be made. Time-out and observing good behaviour are both additional strategies which can be utilised.

- Some examples of negative behaviour at this age are:
- Hitting
- Punching
- Scratching
- Swearing
- Kicking
- Spitting
- Biting
- Ignoring the requests of adults
- Lack of respect for property

- Stealing
- Stabbing
- Cutting with scissors
- Running in school (apart from playtime)
- Answering back
- Name calling
- Rudeness
- Rough playground behaviour
- Willful damage
- Bullying, ganging up, exclusion tactics

8.8 Should any of the above occur frequently, the parent and Head of Year must be informed, and an Incident Form completed on CPOMS. The pupil will also be accompanied to see the Head of Pre-Prep, when necessary.

8.9 **Follow –up Action**

- Initially, any issues should be dealt with by the Form Teacher. They will exercise professional judgment when deciding on the appropriate consequence, e.g.: time out, clear up damage, apology, deprival of special rewards, etc.
- If persistent, the Head of Year and/or Head of Pre-Prep should be informed, and an Incident Form completed on CPOMS. If deemed appropriate, the teacher should take the child to the Head of Early Years or Head of Pre-Prep, who will reinforce the behaviour expectations.
- Should poor behaviour continue the Head of Pre-Prep will request an appointment with the parents
- Heads of Year must ensure that continuity, fairness and standardised levels of consequences exist throughout their year groups
- Incidents which are recorded on CPOMS are reported to parents within 24 hours and arealways shared with the Head of Pre-Prep
- In exceptional circumstances, where the behaviour puts the child, another peer or a member of staff at risk of significant harm, the parent/carer will be informed and asked to collect the child from school for the remainder of the day.

B. <u>Prep School</u>

8.10 The Form teachers will oversee the behaviour management for each pupil, but additional support and involvement from Heads of Year, Heads of Section, Deputy Heads and the Head will take place when required.

8.11 Pupils are taught to understand expectations, choices, and consequences. When there is a concern that a pupilis making negative behavioural choices or failing to meet the expectations, the Consequence Structure is in place.

8.12 Wherever possible, an incident of negative behaviour should be dealt with at the time by the member of staff present. In more serious cases, the Form Teacher, Head of Year, Head of Section, or Deputy Head may be involved.

8.13 The type of consequence employed should always be appropriate to the seriousness of the

incident, as well as to the previous history of the pupil concerned.

8.14 Recording information on CPOMS is essential. It enables the Form Teacher to build up anaccurate picture of the pupil's behaviour over time. ***Note:*** *Whilst the possible consequences for various behaviours are outlined within the policy, each case will be dealt with individually and the circumstances of each scenario will be considered when deciding upon a consequence. This may include pupil's age, SEND, safeguarding, pastoral needs, etc.*

9. Consequence Structure

9.1 At Danes Hill, our consequences' structure supports a restorative and relational approach to behaviour. Each stage is designed to encourage reflection, repair, and re-engagement with the school community. Pupils are supported to understand the impact of their actions and are guided in taking responsibility for making things right. Responses are proportionate, thoughtful, and take into account individual needs, age, context, and patterns of behaviour.

i. Restorative Conversation

A chance to pause, reflect, and reset.
Used for low-level behaviour where pupils have not met expectations but can respond in the moment. This short, respectful conversation helps to restore focus and reinforces the Values without disrupting learning.

ii. Follow-Up

A private moment to reflect and repair.
When behaviour is repeated or more reflective time is needed, a more personal conversation takes place between the pupil and adult involved in the original incident. This ensures discretion, deeper reflection, and clarity about how to move forward. A reparative approach may also be used if students have not respected an area of the school. This may include consequences such as helping tidy the dining room if table manners or behaviour has been poor. The emphasis is on the link between action and consequences but needs to be relative to the space in which it occurred.

iii. Break Time Reflection

A structured pause for reflection and support.
If previous steps have not resolved the issue, or if the behaviour is more serious, pupils spend time with a member of the pastoral team completing a guided reflection activity to support learning and personal growth. Focus here will be on Reflect and Repair or Reflect and Reset.

iv. After School Reflection

A deeper opportunity for education and reflection, supported by staff.
For repeated behaviour or more serious concerns, this extended session allows time for guided reflection, values-led discussion, and positive planning. It offers space for education, accountability, and restorative action.

v. Time In

A calm supported space to regulate and reset.
When a pupil is dysregulated or at risk of verbal or physical harm to themselves or others, they may spend time away from normal lessons (usually 2 periods-1 day) with a pastoral staff member. This protected time supports emotional regulation, connection, and readiness to return to learning. Parents are always informed.

vi. Internal Suspension

A serious response with structure and support.
For repeated or more serious behaviour, where earlier restorative steps have not brought change. Pupils work in isolation (usually 1-2 days), losing privileges with peers such as break time, and completing tasks that promote understanding and accountability. Parents receive formal communication from the Head and are invited to discuss the next steps. The Head may choose to notify relevant governors if deemed necessary.

vii. External Suspension

A pause from school to allow for reflection, responsibility, and planning.
For significant breaches of expectations or persistent negative behaviour. The pupil is sent home for a fixed period (usually 2–4 days), with formal communication from the Head and a meeting with parents. In some cases, an internal suspension may be used instead, if school-based support is deemed more appropriate. The Head may choose to notify relevant governors if deemed necessary.

viii. Permanent Removal from School (Expulsion)

A final step taken with care, dignity, and support for a new beginning.
In the most serious cases, or where a pattern of behaviour continues despite extensive support, a pupil may be permanently removed from the school. This step is taken in line with the Removal from School section below. It is always handled with sensitivity, involving formal communication with parents and detailed documentation. Where possible, the school will work in partnership with the family to support a positive transition to a more suitable setting, recognising that a fresh start can often lead to future success. The Head must notify the local authority and the Chair of Governors or the relevant governor, if a pupil is permanently expelled.

10. Additional Support, Consequences or Interventions

A. Additional Support

When a pupil's negative behaviour causes concerns about a pupil's wellbeing or mental health, additional support may be given via additional time with members of the pastoral team, ELSA sessions, or time with the school counselor. This support would take place following recommendations from the Form Teacher or other members of the pastoral team and is discussed in the weekly Pastoral Committee Meeting.

i. Constructive Support Programme

When a pupil has displayed negative behaviour on a regular basis, and aspects of the Consequence Structure have already been used, it may be necessary to form a Constructive Support Programme to address the cause of the repeated negative behaviour and put an individualised plan in place that may include timetable adjustments, additional support, the use of a Support Book and other measures. This plan would be considered following a TAC meeting with relevant members of the pupil's pastoral team.

ii. Academic Clinics

Clinics are available to pupils during breaktimes and may be used for pupils who need additional academic support or for those who have not met academic expectations and have not responded to initial support from academic staff via Restorative Conversations, Follow Ups or deadline extensions. These sessions will be overseen by the academic staff and may include communication with parents when necessary.

iii. Loss of Privileges

Losing the right to go on trips, sport matches, concerts, shows and residential visits may be decided due to negative behaviour and failure to meet expectations on a previous trip or school match. However, consideration is given to the impact on the other pupils and staff taking part in these activities. A loss of privileges will be communicated to parents. This consequence is most likely to be used when there is a safety concern due to the pupil's behaviour or if the pupil is likely to impact negatively on the school's reputation within the community.

iv. Leaving the Classroom

In rare circumstances when a member of staff feels that it is necessary to remove a pupil from the classroom, they should be given a couple of minutes to reset, allowing them to return to the classroom and meet expectations. This should be done just outside the classroom and still under the supervision and professional judgement of the classroom teacher.

Some children with SEND or emotional regulation needs have been instructed on how to use the zones of regulation to communicate their emotional state. At the discretion of the class teacher, these children may be allowed to take time out and go to a designated quiet space and may return once they have had an opportunity to regulate their emotions. These children will have specific instructions, and it will not be mandatory for them to be supervised from the classroom to the quiet space depending on age and needs.

v. Monitored Dynamic

This measure involves close monitoring of interactions between specific pupils where there is concern over a potentially unhealthy relationship. All staff will be informed to observe these interactions carefully and escalate even minor incidents to the Head of Year. Communication will be maintained with relevant parents, and, at the discretion of the Deputy Head or Head of Section, the pupils themselves may be informed.

11. Major Consequences

11.1 While every effort is made to support pupils through reflection and restoration, there are occasions where behaviour may significantly harm the wellbeing of others, disrupt learning, or compromise the values of the school. These are considered serious acts of misconduct and may result in major consequences (Consequence Levels 5–8 in Consequence Structure), including time away from lessons, internal or external suspension, or permanent removal from the school. In these incidents, a member of SMT or SLT will oversee a thorough investigation and present the outcome to the Head who will make the final decision on which consequence is most appropriate.

11.2 Serious misconduct refers to any behaviour that:

- Involves the possession, creation or sharing of inappropriate material, including digital content such as 'sexting' images
- Constitutes offensive, threatening, targeted or sexually inappropriate behaviour — including verbal, physical, written or electronic actions towards staff or pupils, especially where based on protected characteristics such as sex, race, religion, belief, disability, sexual orientation, gender identity, learning differences or age
- Wastes emergency services' time or resources, such as triggering fire alarms or making hoax calls
- Involves the theft of or deliberate damage to property belonging to another person or to the school
- Includes the possession or use of weapons, alcohol, tobacco, e-cigarettes, drugs or other prohibited substances

11.3 These examples are illustrative, not exhaustive.

11.4 While this section outlines behaviours that may result in major consequences, the school retains the discretion to respond appropriately to each case. Age, context, individual needs and behaviour history will be considered carefully to ensure the response is both fair and supportive.

A. Permanent Removal from School (Expulsion) – Process

i. Leaving Status

The leaving status of the pupil will be determined by the Head in liaison with senior staff at the school as part of their decision as: expelled, required to leave or withdrawn by parents. The Head will confirm such matters as:

- 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 course and project work to the pupil, their parents or another school
- Whether (if relevant) the pupil will be permitted to return to school premises to sit Common Entrance for another school
- Whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil
- The conditions (if any) under which the pupil may re-enter school premises in the future
- Financial aspects: payment of any outstanding fees and extras: whether the deposit will be returned or credited: refund of prepaid fees
- The Head may choose to notify relevant governors if deemed necessary.

The Head is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances. Parents are entitled to ask for a Governors' Review of a decision to expel or to require the pupil to leave for disciplinary reasons, or to suspend the pupil for 11 consecutive days or more.

12. Legal Framework and Other Policies

12.1 This policy has due regard to all the relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996 and 2002
- Health Act 2006
- Equality Act 2010
- The Education (Independent School Standards) Regulations 2014
- DfE 'Restrictive interventions, including use of reasonable force, in schools' (2026)
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026' and following updates
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2026) 'Mobile phones in schools'

- DfE (2024) ‘Creating a school behaviour culture: audit and action planning tools’

12.2 This policy operates in conjunction with the following school policies:

- Pupil Expectations
- Social, Emotional, Mental Health and Wellbeing Policy
- Complaints Procedure Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Inclusive Education and Equal Opportunities Policy
- Safeguarding and Child Protection Policy and Procedures
- Anti-bullying Policy
- Pupil ICT and AI Acceptable Use Agreement
- Mobile Phones Policy
- Restrictive Interventions and Seclusion Policy
- Searching, Screening and Confiscation Policy

Appendix 1 - Rewards Summary Poster

REWARDS

At the heart of our behaviour policy is a belief in the power of praise.
Pupils flourish when their achievements, progress and character are acknowledged.
All behaviour has consequences – including rewards for positive behaviour.

Staff-initiated Praise

Staff are strongly encouraged to reward pupils for demonstrating the School Values.
This includes **Verbal & Written Praise**

Referral for Praise

Sending a pupil to their **Form Teacher** or **Senior Staff** (e.g. Head of Section, Deputy Head or Head) for recognition.

Public Recognition

Acknowledging pupil achievements in House Meetings, Section or Whole-School Assemblies

Special Rewards

A group of pupils that, collectively, deserve recognition nominated to SLT as **Form of the Week** acknowledged in a Whole-School Assembly (weekly)
Or an individual pupil nominated to the Head for a **Choc 'n' Chat** (half-termly)

Achievement Awards

House Points

For consistent good behaviour, effort, teamwork, academic contribution

1 point per action – think **"little and often for consistent encouragement"**

(Logged on ePraise)

Commendations (HMC)

For exceptional achievement, improvement, contribution

3 HCMs = badge level – think "**rare and remarkable for a meaningful milestone**"

(Logged on ePraise)

DANES HILL SCHOOL

Appendix 2 – Pupil Expectations

DANES HILL SCHOOL

PUPIL EXPECTATIONS

PUPIL EXPECTATIONS

Outside and at Break

- I will stay within the school boundaries.
- I will wait for snacks and not help myself.
- I will play safely and respectfully.
- I will use the adventure playground respectfully.
- I will be careful near the car parks.
- I will get off bikes or scooters in school
- I will wear a helmet when on a bike or scooter.
- In the dark, I will stay in well-lit areas.
- I will only play ball games in the right places.
- I will not play rough games like tackling or bulldog.

OUR VALUES
GROWTH – COURAGE – PASSION - RESPECT

DANES HILL SCHOOL

PUPIL EXPECTATIONS

In the Dining Room

- I will wash my hands before eating.
- I will be polite to the people serving me.
- I will use good table manners and eat with cutlery.
- I will only take what I think I can eat.
- I know I can always go back for seconds.
- I will aim to enjoy a colourful (rainbow) plate of food.
- I know I can take Morning Snack and fruit outside.
- I know all other food should stay in the dining room unless a teacher says otherwise.
- I will follow the school allergy guidance.

OUR VALUES
GROWTH – COURAGE – PASSION - RESPECT

DANES HILL SCHOOL

PUPIL EXPECTATIONS

Zipwire

Do's

- **One person on the seat at a time.**
- **Hold on tight with both hands.**
- **Sit down properly.**
- **Line up nicely and wait your turn.**
- **Enjoy the ride and have fun!**

Don'ts

- **Don't stand up, twist or lie down.**
- **Don't wiggle side to side.**
- **Don't push or pull friends to go faster.**
- **Don't sit or climb on the platform rails.**

OUR VALUES
GROWTH – COURAGE – PASSION - RESPECT

DANES HILL SCHOOL

PUPIL EXPECTATIONS

Personal Items

- I will look after my belongings.
- I will be respectful of other people's belongings.
- I will not go into someone else's locker or desk.
- I will only bring eReaders if my teacher says it's okay.
- I will ask before borrowing PE kit.
- I will not use mobile phones or smart watches at school.
- I will not bring these to school:
  - Weapons or dangerous items
  - Drugs, vapes, alcohol or tobacco
  - Anything rude or inappropriate

OUR VALUES
GROWTH – COURAGE – PASSION - RESPECT

DANES HILL SCHOOL

PUPIL EXPECTATIONS

In the Classroom

- I will arrive on time, ready to learn.
- I will greet my teacher politely.
- I will listen carefully and let others speak.
- I will put my hand up to ask questions.
- I will aim to take pride in my effort.
- I will be brave and ask for help if I need it.
- I will behave in a safe way.

OUR VALUES
GROWTH – COURAGE – PASSION - RESPECT

DANES HILL SCHOOL

PUPIL EXPECTATIONS

Around School

- I will be polite and remember to say please and thank you.
- I will walk. Running is for breaktime and sport.
- I will wear the correct uniform.
- I will take off my hat or hood indoors.
- I will be kind to others. I will hold doors open and say hello.
- I will sign in if I arrive early or late or leaving during the day.

OUR VALUES
GROWTH – COURAGE – PASSION - RESPECT

DANES HILL SCHOOL

PUPIL EXPECTATIONS

During Assemblies or Events

- I will enter and depart quietly.
- I will sit quietly and respectfully.
- I will listen to the speaker.
- I will put my hand up if I want to ask a question.
- I will clap to show support.
- I will leave the space tidy.

OUR VALUES
GROWTH – COURAGE – PASSION - RESPECT

DANES HILL SCHOOL

PUPIL EXPECTATIONS

Mobile Phones

- I will not bring smartphones or internet-enabled devices to school, on school trips or to fixtures, unless I have special permission on medical grounds.
- If I need a phone for travel to and from school, this should be a non-smartphone, such as a basic mobile phone without internet access.
- If I have an approved phone, I will name it clearly and switch it off before I hand it in at reception on arrival.
- I will not use my phone on school buses. Once collected at the end of the day, they should be kept safely in the school bag.

OUR VALUES
GROWTH – COURAGE – PASSION - RESPECT

DANES HILL SCHOOL

Appendix 3 - Consequences Structure

Consequence Structure

At Danes Hill, our Consequences Structure supports a restorative and relational approach to behaviour. Each stage is designed to encourage reflection, repair, and re-engagement with the school community. Pupils are supported to understand the impact of their actions and are guided in taking responsibility for making things right. Responses are proportionate, thoughtful, and take into account individual needs, age, context, and patterns of behaviour.

Restorative Conversation

Used for low-level behaviour where pupils have not met expectations but can respond in the moment. This short, discreet, respectful conversation helps to restore focus and reinforces the Values without disrupting learning.

Follow-up

When behaviour is repeated or more reflective time is needed, a more personal conversation takes place between the pupil and adult involved in the original incident. This ensures discretion, deeper reflection, and clarity about how to move forward. A reparative approach may also be used if students have not respected an area of the school. This may include consequences such as helping tidy the dining room if table manners or behaviour has been poor. The emphasis is on the link between action and consequences but needs to be relative to the space in which it occurred.

Breaktime Reflection or After School Reflection

Breaktime refection: If previous steps have not resolved the issue, or if the behaviour is more serious, pupils spend time with a member of the pastoral team completing a guided reflection activity to support learning and personal growth. Focus here will be on Reflect and Repair or Reflect and Reset.
After school Reflection: For repeated behaviour or more serious concerns, this extended session allows time for guided reflection, values-led discussion, and positive planning. It offers space for education, accountability, and restorative action.

Time In

When a pupil is dysregulated or at risk of verbal or physical harm to themselves or others, they may spend time away from normal lessons (usually 2 periods-1 day) with a pastoral staff member. This protected time supports emotional regulation, connection, and readiness to return to learning.

Internal/External Suspension or Permanent Removal from School

For repeated or more serious behaviour, where earlier restorative steps have not brought change. Internal (usually 1-2 days) and External (usually 2-4 days) Suspensions may be necessary. In the most serious cases, or where a pattern of behaviour continues despite extensive support, a pupil may be permanently removed from the school.

DANES HILL SCHOOL