



INFANT AND JUNIOR SCHOOL PERSONAL CONDUCT AND REWARDS POLICY Including the EYFS

Relevant Statutory Regulations:	ISSR Part 2. ISSR Part 3. NMS 12. NMS 13. Equality Act 2010. School Standards and Framework Act 1998. Children Acts 1989 and 2004. Education Act 2011. Childcare Act 2006. Working Together to Safeguard Children 2021. DfE Advice for Headteachers and School Teachers on Behaviour and Discipline in Schools: January 2016. Screening, Searching and Confiscation – Advice for schools: July 2022. KCSIE 2023. KCSIE also refers to When to call the police, non-statutory guidance from the National Police Chiefs’ Council. Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note: The Prevent duty: Departmental advice for schools and childminders (June 2015). The use of social media for on-line radicalisation (July 2015).
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Introduction

This policy reflects the school's values and philosophy in relation to conduct and discipline, setting out a framework within which staff can operate and give guidance on rewards, sanctions and conduct management. It is designed to promote good conduct, rather than merely deter conduct that is considered to be anti-social. No form of corporal punishment is ever used or threatened. Physical intervention may be used to prevent injury; this must be recorded and reported to parents on the same day or as soon as reasonably practicable.

In order for the policy to be effective, a relationship with other school policies is required. Specific expectations of conduct are set out in the policies listed below:

- Anti-Bullying
- Boarding Principles and Practice
- Bounds Map
- Equality of Opportunity
- E-Safety / Acceptable Use / Cyber-Bullying
- Extended day
- EYFS
- Playground
- Pupil Complaints
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This policy also takes into account, the findings of the OFSTED review of sexual abuse in schools and colleges, published in June 2021.

All statements below take into account the individual needs of all pupils attending the LVS Ascot Infant and Junior School, including those in EYFS.

Aims

This policy aims to:

- Provide a consistent approach to conduct management
- Define what we consider to be unacceptable conduct, including bullying
- Outline how pupils are expected to behave

- Summarise the roles and responsibilities of different people in the school community with regards to conduct management
- Outline our system of rewards and sanctions

Purpose of this Policy

- To ensure a positive, safe and secure working environment for all
- To encourage good conduct and consideration for others
- To allow all pupils the opportunity to succeed
- To encourage a respect for learning
- To provide a clear structure in which all can feel supported
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- To treat all children fairly and apply this conduct policy in a consistent way
- To help children to become positive, responsible and increasingly independent members of the school community

LVS Infant and Junior School Golden Rules

- We are gentle – we don't hurt others.
- We are kind and helpful – we don't hurt anyone's feelings.
- We listen – we don't interrupt.
- We are honest – we don't cover up the truth.
- We work hard – we don't waste our own or others' time.
- We look after property and resources – we don't waste or damage things.

Personal Appearance.

As part of the Infant and Junior School Community we expect our pupils to take a pride in their appearance and to adhere to the school uniform as specified in the Infant and Junior School Handbook. This uniform helps to build our community and to instil a positive working mindset in our pupils. Where pupils fail to meet these standards of dress and presentation, they will initially receive a reminder from their class teacher and a record will be made in their reading diary. Repeated offences will result in parents being contacted and may incur a sanction.

The Role of Class Teacher

Teaching and support staff are responsible for setting the tone and context for positive conduct within the classroom. The class teachers in the Infant and Junior School have high expectations of the children in terms of conduct, and they strive to ensure that all children work to the best of their ability.

- Teachers should create and maintain a stimulating environment that encourages pupils to be engaged
- Teachers must display the Infant and Junior School Golden Rules
- Teachers must develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning / at the start of lessons
 - Establishing clear routines
 - Communicating expectations of conduct in ways other than verbally
 - Modelling, highlighting and promoting good conduct
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

- Using positive reinforcement
- All staff should adhere to the concept of, the standards they walk past are the standards they expect. Therefore, consistently high standards are essential and expected.
- The Infant and Junior School staff treat each child fairly and enforce the Golden Rules consistently. The staff treat all children with respect and understanding.
- It is the responsibility of the class teacher to ensure that the school rules are upheld in their class, and that their class behaves in a responsible manner during lesson time.
- In the EYFS and KS1, the class teacher discusses the Golden Rules with their class at the start of every term. The Golden Rules are then agreed and displayed on the wall of the classroom. In this way, every child in the school knows the standard of conduct that is expected from the very outset of their time with us. If there are incidents of anti-social conduct, the class teacher either discusses these with the whole class during 'circle time' or with the child on a 1:1 basis according to the conduct and the age and stage of the child concerned.
- In KS2, the Golden Rules are reaffirmed at the start of each academic year and pupils sign the bottom of the charter to signify their understanding and acceptance of these expectations.
- Where a pupil deviates from these expectations staff will enforce sanctions as appropriate to the conduct displayed. It is essential that whatever sanction is applied, the pupil(s) concerned understand and can articulate to the teacher the mistakes they have made and how that circumstance could be avoided in the future.
- The Infant and Junior School staff keep a record of misconduct in CPOMS. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misconduct continues, the class teacher seeks help and advice from the Infant and Junior School Management Team.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the conduct or welfare of a child. Conduct grades are reported to parents on a half termly basis.

The Role of The Headteacher of the Infant and Junior School

- It is the responsibility of the Headteacher of the Infant and Junior School, under the School Standards and Framework Act 1998, to implement the school Conduct Policy consistently throughout the school. It is also the responsibility of the Headteacher of the school to ensure the health, safety and welfare of all the children in the school.
- The Headteacher of the Infant and Junior School supports the staff implementing the policy by setting the standards of conduct clearly and consistently within school.
- The Headteacher of the Infant and Junior School, or the Deputy, keeps records of all reported serious incidents of misconduct and the actions in CPOMS.

The Role of the Principal

- The Principal, in consultation with the Headteacher of the Infant and Junior School, has the responsibility for giving fixed term suspensions to individual children for serious acts of misconduct. For repeated or very serious acts of anti-social conduct, the Principal may permanently exclude a child after consultation with the Director of Education and the Chairman of the Education Committee.
- Procedures for suspension and exclusion are set out in the relevant whole school policies.

The Role of the Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

- The school rules can be found in the prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning and to co-operate with the school, as set out in the Home School Agreement. (Appendix 1) We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or conduct.
- If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher of the Infant and Junior School or the Deputy. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Infant and Junior School Conduct Ladder

To assist our pupils in understanding the progression of both rewards and sanctions in the school we have created a conduct ladder (Appendix 2). This is on display in all classrooms and communal areas in school. It has also been shared with parents. Each of the rungs on the ladder is described in more detail below.

Rewards

We praise and reward children for good conduct in a variety of ways:

Time to Acknowledge:

- Teachers congratulate children.
- All teachers give children House Points which are totalled weekly and entered on iSAMS.
- Pupils also receive House Points for participation and success in the various House events throughout the year.
- Termly House Point totals are calculated, and the House Cup is awarded at the end of each term.

Time to Share:

- Work shared with Heads of Faculty or Subject Leaders to celebrate a specific piece of work.

Time to Glow

- Each week, class teachers award a Star of the Week certificate which is given to children for demonstrating the characteristics of the Round Square Heroes of Discovery over the course of the week. These certificates are acknowledged by the Headteacher of the Infant and Junior School in whole school assembly on a Friday

Time to Shine:

- Headteacher and Principal stickers and certificates are awarded to children for good work or conduct or to acknowledge outstanding effort or acts of kindness in school.
- The Headteacher of the Infant and Junior School has a 'Golden Board' to display exceptional achievements, examples of Learning Values application and conduct.
- Pupils are awarded certificates and badges for displaying the Learning Values in and around school.
- The school acknowledges all the efforts and achievements of the children, both in and out of school.

Time to Sparkle:

- Postcards sent home to parents from the Head of the Infant & Junior School.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The Conduct Ladder is used to help pupils to understand the severity of their actions and discuss appropriate consequences according to the behaviour. Below are some basic guidelines.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place near the teacher or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task.
- If a child is disruptive in class, the teacher respectfully and privately reprimands him / her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he / she calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's conduct endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and appropriate action is taken. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment to discuss the situation with a view to improving the conduct of the child. Any incidents of a bullying nature are recorded on CPOMS accordingly.
- Pupils receive prep, appropriate to their level within the Infant and Junior School. We request that this prep is completed to the best of their ability and handed in punctually. If prep is repeatedly forgotten, incomplete or of a standard beneath that expected of the pupil, sanctions may be implemented and, in matters of significance, parents may be called in.
- All pupils have timetabled dance, games, P.E. and swimming lessons each week. Specific kit is required for these lessons. Pupils are issued with kit reminder slips which we ask parents to sign and return to school. If a pupil receives 3 or more slips in a half term, they may be given a sports detention which involves some community service in the P.E. department. Repeated failure to bring in the correct kit without contact from their parents / guardians, can result in a sanction and parents / guardians may be called in.
- EYFS and Key Stage 1 pupils whose behaviour falls significantly below expectations including physical or verbal aggression will spend a portion of their break or lunchtime with the Head of EYFS on the day of the offence where possible or as soon as possible afterwards so that the sanction is easily linked to the behaviour. These are recorded in Discipline Manager on ISAMs.
- Key Stage 2 pupils who repeatedly fail to hand in prep, forget kit or display frequent low-level misconduct will be placed in a lunchtime detention. If a pupil accumulates two lunchtime detentions in a term, the sanction will be escalated to an after-school detention with the Deputy Head and an accompanying meeting with parents will be arranged. Detentions are recorded in Discipline Manager on ISAMs.

After School Detention - Time to Reflect

If a child is issued with an afterschool detention the pupil will spend time, under the supervision of the Deputy Head, writing a letter to their parent or guardian explaining what they have done wrong and how they can avoid misbehaving in the future. The pupil's letter is sent home to the parent or guardian, under a covering letter from the Deputy Head of the Infant and Junior School. The parent / guardian signs a copy of the letter to say they have read it and discussed it with their child and return it to school where it is placed in the pupil's file. After school detentions are utilised only when other sanctions have failed to change a

pupil's conduct and a consistent disregard for the Golden Rules is having a significant impact on their own and other children's learning.

Meeting with Headteacher of the Infant and Junior School – Time to Review

If persistent misconduct continues, or there is a case of inappropriate physical contact, the Headteacher of the Infant and Junior School will meet with the parents of the child to discuss ways forward to encourage improved conduct.

Off-site conduct

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. In these cases, parents will be asked to come and meet with school staff to discuss the serious nature of such conduct. In the case of residential visits parents will be required to come and collect their child from the venue at their own expense and no refund will be given.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Bullying

Bullying is defined as harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy. The school does not tolerate bullying of any kind, bullying on the basis of protected characteristics is taken particularly seriously.

All incidents of aggression, of any nature, are taken seriously and acted upon. They will be recorded to assist in spotting patterns and to ensure a single incident does not become the first of a series. When recording incidents staff will specify the type of bullying that has occurred and whether the bullying was based on protected characteristics

If we discover that an act of bullying or intimidation has taken place, we act immediately, in line with the Anti-Bullying Policy, to stop any further occurrences of such conduct. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If it is felt that any incident of bullying threatens or presents a serious level of harm to a pupil, then the safeguarding policy should be referred to and the DSL informed.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in ISAMs and reported to parents

Internal Period of Reflection

In rare cases it may be necessary for the Headteacher of the Infant and Junior School to implement an internal period of reflection (IPOR). This happens when the management team feel it is appropriate to isolate a pupil – for example to cool down after conflict or while investigations into an incident are being made or for continued poor conduct. In this case the pupil would be placed outside the Headteacher's office for a designated period of time. A pupil may be internally excluded for a half day or up to three days.

External Period of Reflection

An external period of reflection (POR) at home may be given to pupils where a one-off offence takes place which is deemed to be inappropriate; or due to a combination of factors over a period of time; or due to a combination of incidents of poor conduct over a period of time. A period of reflection (POR) is normally for between 1 and 4 days. A longer period of time may be deemed necessary depending on the exact nature of the conduct. After a period of reflection (POR) a reintegration meeting will be held to welcome the pupil back to school, to discuss the issues that led to the exclusion and possible sanctions if further incidences of poor conduct occur. This meeting could be either face to face or an online meeting if necessary.

The only member of staff legally entitled to withdraw pupils from school is the Principal. It is important for all pastoral and senior staff to recognise this legal requirement. The Headteacher of the Infant and Junior

school will consult with the Principal on any issues relating to a pupil being withdrawn from school or boarding in either the short term or permanently.

Permanent Exclusion

Permanent exclusion may be deemed to be necessary for one-off serious events or after a series of periods of reflection (POR) where a pupil has not responded to any support the school has given them. Please refer to the Exclusion Policy.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging conduct may be differentiated to cater to the needs of the pupil. The Infant and Junior School's special educational needs co-ordinator (SENDCo), will evaluate a pupil who exhibits challenging conduct to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and / or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings. To ensure conduct is continually monitored and the right support is in place, information related to pupil conduct issues may be transferred to relevant staff at the start of the term or year. Information on conduct issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on the school conduct policy, as part of their induction process. Conduct management will also form part of continuing professional development.

The most effective means of shaping pupil conduct is by mentoring, encouraging, discussing and target setting.

Monitoring

The Headteacher of the Infant and Junior School and the Principal monitor the effectiveness of this policy on an annual basis.

Appendix 1: Home / School Agreement



LVS Ascot

Pupil Code of Conduct Agreement (Contract)- IJS

The school is committed to co-operating with individual families and their children to provide the highest quality of education. This education will be based on a partnership of shared values and beliefs, will be challenging, engaging and will extend achievement from 4+ to 18 years of age. Our aim is to develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of the 21st century.

The School

We will:

- Provide a full and balanced curriculum and strive to challenge each pupil to achieve aspirational goals
- Expect high standards of work and behaviour
- Provide age appropriate home learning activities
- Monitor each child's progress throughout the year and take steps to support and challenge where appropriate
- Provide regular information about each pupil's educational progress
- Arrange regular meetings with the pupil's teachers
- Promote each pupil's health, safety and happiness
- Let parents know of concerns/problems with the pupil's attendance, work or behaviour
- Offer a comprehensive package of co-curricular activities and visits
- Treat students with care and consideration
- Recognise and celebrate achievement in all areas

Signed:

Date:

Head of Infant and Junior School

The Pupil

I will:

- Come to school wearing my uniform with pride and ready to learn
- Always try my hardest and demonstrate high levels of effort
- Follow the Junior School Golden Rules
- Remember that I am always an ambassador for the school
- Be responsible for all my belongings and try to ensure I have the right equipment for all my lessons
- Use my talents and skills to represent my House or School wherever possible
- Be respectful of everyone in our school community and not cause them to be upset as a result of my words or actions
- Consider the impact of everything I do on school and my friends
- Make sure that my online behaviour is responsible and respectful to everyone

Signed:

Pupil

Date:

The Parent (Guardian)

I will:






















- Ensure that my child attends school regularly, on time and properly dressed
- Support the school and encourage a positive attitude to education
- Provide a conducive atmosphere for homework and monitor its quality
- Attend meetings at school to discuss my child's progress
- Communicate with my child's class teacher if I have any concerns
- Inform the school of any changes in personal circumstances
- Notify the Headteacher with good notice, by letter or email, of planned absences out of holiday periods, as these must be authorised. The school term dates are issued at least one year in advance and any early departures at the end of term or late starting at the start of term will be registered as unauthorised and could affect future references and scholarship applications. Any issues due to flights should also be addressed in writing to the Headteacher with good notice
- Support the Behaviour Management Policy by ensuring that my child adheres to any sanctions including lunchtime detentions
- Support school events, where possible
- Ensure that if I have a concern or complaint I address this to the school directly and swiftly in line with the school complaints policy.
- Demonstrate appropriate online etiquette being respectful of others privacy, especially children.
- Ensure that my online profile does not impact negatively on the reputation of the school.

Parent/Guardian of boarding students:

- Liaise regularly with the Head of Boarding House and resident staff, supporting them in their *in loco parentis* role.

NB: Per Tier 4 regulations, students absent for 5 or more consecutive days will be reported to the UK Border Agency which may lead to the student losing their right to study in the UK.

Appendix 2: Conduct Ladder

	TIME TO SPARKLE! Postcard home from Head Teacher Consistently demonstrating outstanding effort, behaviour and achievement	
	TIME TO SHINE Head Teacher's Award Exceptional work, attitude to school or compassion for others	
	TIME TO GLOW Star of the Week Demonstrating the Learning Values and Skills over the course of the week	
	TIME TO SHARE Work shared with Head of Key Stage and/or Subject Leader Good effort and focus on a specific piece of work	
	TIME TO ACKNOWLEDGE Verbal praise, stickers, stamps Positive learning behaviours noticed by class teacher	
	READY TO LEARN!	
	TIME TO REMIND Verbal Reminder by teacher Momentary lapse of good learning behaviour	
	TIME TO CHANGE Conversation with your Teacher – behaviour log started Low level disruption which disturbs the learning of others	
	TIME TO REFLECT Detention or time with Head of Key Stage Not following school rules despite reminders	
	TIME TO MEET Head of Key Stage and class teacher to meet with parents/guardians Consistently behaving in a way which affects others negatively	
	TIME TO REVIEW Head Teacher or Deputy to meet with parents/guardians Serious negative behaviour – bullying, physical violence, inappropriate language	