



Behaviour, Rewards & Sanctions Policy (A7)

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining highest standards of behaviour, principles and standards and respect for the Core Values of the School
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To make clear and appropriate responses to the age and needs of individuals, including in regard to awareness of Health and Safety and the Rule of Law
- To give pupils, parents and staff clear guidance on expectations, how to reward positive behaviour and address negative behaviour fairly and consistently and also define roles and responsibilities.

Legislation, Inspired requirements, statutory requirements and statutory guidance

This policy is based on:

Inspired Behaviour Policy (04/04/2024)

And on legislation and advice from the Department for Education (DfE) on:

- [The Equality Act 2010](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [The Education \(Independent School Standards\) Regulations](#)

Introduction

Fulham Prep School seeks to develop pupils who can:

- Creativity and resiliently solve problems
- Work independently, collaboratively and lead others
- Show respect and compassion as global citizen



As such, Fulham Prep School is a community of learning in which all individuals, adults and pupils alike, are respected and their individuality valued; where pupils are encouraged to achieve and self-discipline is promoted; where good behaviour is the norm, the values of the School are understood, supported and applied by all and rewards and sanctions are applied fairly and consistently.

This policy seeks to prioritise celebrating good behaviour and positive actions above all and to do this in a context of high expectation and commitment to life-long learning. It also promotes common expectations regarding high standards of behaviour throughout Fulham Prep School and to provide particular support for staff. A positive school community is one built around a set of common core values, to enable mutual respect and trust. Furthermore we aim to provide a framework that enables students to develop as respectful individuals, who are courteous, truthful, generous, considerate and tolerant citizens equipped to take their place in the world.

The policy is based on the Fulham Core Values:

- Embracing innovation and enquiry
- Positive engagement
- Universal wellbeing
- Global responsibility

And our student Code of Conduct. The code is a partnership between the school, Parents and Students.

This Code is applicable whilst Students and Parents are on school premises, at School functions, traveling to and from school, on trips or on any occasion where they are identifiable as Students or Parents (see Appendix 7, specifically for the Parent Code of Conduct).

The Code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the School. By accepting a place that may be offered by the School, Parents and Students confirm that they have accepted and are bound by this Code, school rules, policies, and practices as well as the core values and ethos of the School. It is the responsibility of Parents to support the School in enforcing the Code. Parents are requested to communicate any concerns openly and constructively to the Headmaster and to do so without lobbying other parents, other students, members of staff or outside parties until all internal processes have been exhausted

The Student Code of Conduct can be summarised as follows;

- Rules are based on respect for others and their property and on ensuring that the School maintains an excellent reputation in the community. Inappropriate dress or behaviour may reflect adversely on all students as the community observes the standards set by the school and judges accordingly.
- Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. The School is committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, or disability or learning.
- We expect students to be ready to learn and to participate in School activities. Students should attend School and all lessons punctually
- Students are expected to show respect for the rights of others, including each other's possessions and the School's property.
- We expect students to behave in a manner that reflects the best interests of the whole community.
- We expect students to treat all members of the School community with respect and courtesy and to respond positively to the opportunities and challenges of school life.



We seek to create an environment which encourages and reinforces good behaviour by using our core values as the lens through which we view our community and the actions within it. The code of conduct is the expected standard through which we enact these values day to day. In our learning environment, we hope rewards will motivate further positive actions, but equally sanctions will deter from any further negative ones; both systems act cumulatively throughout year.

This policy aims to reinforce that approach, set high expectations and clear procedures to ensure fairness and consistency. The policy is available to all via the website or by email request to the School. It should be read alongside:

- the Attendance Policy (A5)
- the Child Protection and Safeguarding Policy (A1)
- the Anti-Bullying Policy (A3)
- the Equality, Disability and Discrimination Policy (C1)
- the Physical Restraint & Reasonable Force Policy (C5)
- the Substances Policy (C2)

The nature of such a policy as this is that it is detailed and so to enable our students to be aware of the policy and its expectations age-appropriate student summaries are made (see appendices 1, 3 and 5), as well as the work done by tutors, pastoral leaders and Heads to reinforce this regularly.

Expectations

Pupils arrive at school with different patterns of behaviour and norms of expectation; we recognise that the starting point for each child is different and that circumstances outside of school may affect pupils' behaviour in school. The School is an inclusive community, creating an environment that is safe, physically and emotionally, and in which rewards and sanctions are applied fairly and consistently, through clear expectations (based upon Fulham Core Values, Health and Safety aspects and the Rule of Law).

Some pupils may require additional consideration when implementing this policy. These are pupils with Special Educational Needs or Disabilities (SEND) and other groups defined by as 'at risk' within the education system, such as minority ethnic and faith groups and pupils who need support to learn English as an additional language (EAL). Pupils in these groups may require the School to take account of their individual needs and circumstances when applying this policy; the School will always review these considerations.

However, the following general principles apply to all pupils at all stages of the School, as we work towards communal standards of behaviour based on our Fulham Core Values. Pupils should:

- Show respect for all individuals within the School community: pupils, adults and visitors, as well as their views and property, and the environment.
- Take personal responsibility for their own behaviour and as witnesses to the behaviour of others.
- Act with consideration and courtesy at School and when representing the School in any capacity, both in person and online.
- Attend School punctually and smartly dressed in the correct uniform or following the correct dress code and with all necessary materials.
- Promote fundamental British values.
- Have regard for awareness of Health and Safety and the Rule of Law



All pupils have the right to:

- Be heard
- Have the opportunity to learn in a safe and secure environment
- Be treated fairly and equally

At all stages of the School some behaviours are unacceptable. See the section on serious misbehaviour and appendices which outline these for each phase of the School.

Promoting Good Behaviour and Discouraging Negative Behaviour

Good behaviour will be recognised whenever possible and actively encouraged through class management and application of reward systems; the support of Fulham Core Values will be actively promoted via appropriate and specific awards per stage. Unacceptable behaviour will be discouraged through the same routes and by the application of sanctions. Rewards and sanctions will be applied consistently throughout the School.

Each stage of the School follows its own age-appropriate procedures to encourage good behaviour and discourage negative behaviour. See the relevant appendices 2 & 4 of this policy (Fulham Pre-Prep and Fulham Prep) for further details.

Our approach is that repeated good behaviour accumulates rewards and poor behaviour accumulates sanctions- e.g. three poor behaviours at level one means pupil progresses to next sanction at level 2, two poor behaviours at level two means pupil progresses to next sanction at level three and only one sanction at level three is usually allowed before permanent exclusion. This is because we see our education extending to behaviour and understand pupils need an opportunity to learn from mistakes. However, any behaviour can be deemed to need a higher-level sanction and be immediately addressed at level 2 or 3 accordingly.

Similarly, good behaviour accumulates and is recognised in celebrations at ends of term. It also contributes to House Points which culminates in community celebrations.

Levels of Negative Behaviour

Level of disregard	Definition	Examples	Possible Sanctions	Staff usually involved
Low (not formally sanctioned but dealt with by staff member)	Actions that are disruptive to the climate for learning and social interactions	Late to school / class Disruptive behaviour in class Disrespect of others Missing homework Lack of uniform Use of mobile	Reminders, cool down period, talking through solutions *Repeated aspects will see higher sanction	Subject teacher, class teacher, form / advisory teacher

<p>Medium (Level 1 sanctions)</p>	<p>Actions that are not damaging to self and or others, but contravene important expectations for learning and social interactions</p>	<p>Persistent low-level disregard Inappropriate use of IT Inappropriate comments (but not directed to a person) Unintentional damage of property Marginal academic dishonesty Truancy Swearing</p>	<p>Parent contacted. Lunchtime / break time reflection. After school detention Report card to HOP / DH Parents asked to collect, i.e. when on a school trip. *Repeated aspects will see higher sanction</p>	<p>Subject teacher, form/ advisory teacher, academic coordinator, Head of Phase</p>
<p>High (level 2 sanctions)</p>	<p>Action that are damaging to self and or others and that undermine the climate for learning and social interactions</p>	<p>Persistent lower level of regard Fighting Intentional damage of property Stealing Serious academic dishonesty Selling of legal items (i.e. energy drinks), Acting as an accomplice / alias to bullying, racism, harassment Excluding people from WhatsApp group chats (or similar), distribution of images without consent. Creation and sharing of unkind / modified image of another student (image dependent)</p>	<p>Parent meeting. 1-3-day Internal suspension Withdrawal from trips Report card to Head of section. Parents asked to collect, i.e. when on a school trip. External suspension *Repeated aspects will see higher sanction</p>	<p>All of above, plus Head of section</p>

Very high (level 3 sanctions)	Actions that are seriously damaging to self and or others and that undermine the climate for learning and social interactions	Persistent lower levels of disregard Violent behaviour Malicious use of IT Violence Serious challenge of authority Verbal or physical abuse, Bullying Racism Theft Accessing and distributing illegal items (pornography, tabaco/vapes, alcohol) Possession of a dangerous weapon (knife) Distribution of nude images without consent legal consensual sexual behaviour	Parent meeting 3–5-day external suspension Non-renewal of place for next year Report card to Head of School Longer suspension Expulsion Parents asked to collect, i.e. when on a school trip, 8-12 demerits. *Repeated aspects will see higher sanction	All above plus Head
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Corporal Punishment, Restraint and Use of Force and Search

Corporal punishment is prohibited for all pupils; it is not used and nor is it threatened. This includes the administration of corporal punishment to a pupil during any activity, whether or not within the School premises. The prohibition applies to all ‘members of staff’. This also includes all those acting *in loco parentis*, such as unpaid volunteer, supervisors, etc.

Staff may use reasonable force to prevent pupils from committing an offence, causing injury to themselves or others, or causing damage to property. See Physical Restraint and Use of Reasonable Force Policy (C5).

Serious Misbehaviour

The School takes a zero-tolerance approach to any form of serious misbehaviour. Certain behaviour will not be tolerated in any circumstances and will escalate straight to the most serious sanctions - examples include, but are not limited to:

- Racist, sexist, homophobic or discriminatory behaviour
- Sexual violence (including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Bullying/harassment (including sexual, homophobic, and racial), noting that in the anti-bullying policy there is a clear statement that bullying/harassment will not be tolerated (including cyber).
- Dangerous behaviour especially in science labs and around sports equipment



- Fighting and all forms of physical violence
- Stealing/theft
- Rudeness, defiance, disrespect and aggression
- Deliberate lying and deception
- Vandalism, graffiti and any deliberate damage to school property
- Smoking/Vaping/Involvement with drugs/substances/alcohol (including inappropriate use of prescription or overcounter medication)
- Possession or use of any prohibited items, such as:
 - Knives or weapons
 - Alcohol
 - Drugs (including illegal drugs and the misuse of prescription and over counter medication)
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any item that is either illegal to purchase in the UK or illegal to use.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

In these instances, a senior staff member should be sent for (generally a member of the SLT or Safeguarding Team). They will respond appropriately to the circumstances. In most instances involving behaviour of this kind, a meeting will be held with the Head and parents as soon as possible to discuss next steps (see 'Procedures in the Event of Serious Misbehaviour').

It should be noted that ongoing low level poor behaviour will also face ongoing escalation of sanctions and in such cases the same processes will be followed.

Procedures in the Event of Serious Misbehaviour

Behaviour that may result in a form of time out or exclusion includes, but is not limited to, the Serious Misbehaviour outlined above (it would also include a cumulation of lower-level poor behaviour). A pupil may be required to leave if, following appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil or the School for the pupil to remain.

The procedure in the case of serious misbehaviour or repeated lower-level poor behaviour follows three stages: Investigation, Disciplinary meeting and Governors' review.

Investigation

Where serious misbehaviour is reported or suspected (or low-level poor behaviour is sustained) a suitable member of staff will investigate. Generally, this will be a Head of Year, Assistant Head or Deputy Head. The Head will be kept informed. It may be necessary for a pupil to be temporarily excluded while the investigation is conducted. This period of exclusion should not exceed five school days. If it is impossible to conclude the investigation in this time the School will make appropriate arrangements to support the education of the pupil to the best of its ability. In cases where a criminal offence is suspected the police will be called immediately. If a pupil is suspected of abuse of another pupil, Children's Social Care will be contacted immediately. Refer to Child Protection and Safeguarding Policy with particular note to guidance on child-on-child abuse.



Search

Searches may be conducted in accordance with statutory safeguarding and privacy requirements. Namely the advice in the following document will be followed:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

A search will be requested if there is concern about any prohibited items (see list above). These items may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. CCTV may be used to decide if search warranted.

Clothing will only be searched if the pupil removes it voluntarily. No intimate search or physical compulsion of a pupil to remove clothing will be undertaken. Only outer clothing will be searched. The Head should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy)

Interviews

If pupils are interviewed as part of an investigation into serious misbehaviour, then parents will usually be informed as soon as possible after and before any sanction is imposed. Pupils will be accompanied by a member of staff whose role is to support them, generally the form teacher or tutor. Minutes of the interview will be taken and kept on record.

All investigations will be fair and fitting to the ethos of a supportive school environment. Staff will make every effort to minimise anxiety to pupils.

All findings will be presented to the Head with the key points noted and recorded. The investigation may conclude that there has been no case of serious misbehaviour and that a lesser sanction or no sanction is appropriate. Parents will be informed if this is the outcome.

Sanctions for Serious Misbehaviour or Repeated Poor Behaviour

The sanction applied will be considered in context of:

- the nature of the issue(s)
- previous issues
- any special needs (SEND) of individual pupil.

The options include:

- Space and time to reflect: for a fixed period to enable appropriate time out for all involved (including internal suspension).
- Temporary exclusion (suspension): for a fixed period, which may be as little as half a day or may extend for a longer period. Generally temporary exclusion would not exceed a period of five days.
- Removal: The Parents may be required to remove the Pupil permanently from the School if, after consultation with the Parents and if appropriate the Pupil, the Head is of the opinion that:



- the Pupil has committed a breach or breaches of School rules or discipline for which Removal is the appropriate sanction;
 - or by reason of the Pupil's conduct, behaviour or progress, the Pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School;
 - or if one or both of the Parents have treated the School or members of its staff or any member of the School community unreasonably
- then in these circumstances, and at the sole discretion of the Head, Withdrawal of the Pupil by the Parents may be permitted as an alternative to Removal being required. The Head shall act with procedural fairness in all such cases, and shall have regard to the interests of the Pupil and the Parents as well as those of the School. The Head's decision to require the Removal of the Pupil shall be subject to a Governors' Review if requested by the Parents. The Parents will be given a copy of the Review procedure current at the time. The Pupil shall be suspended from the School pending the outcome of the Review.
- Permanent exclusion: The Pupil may be permanently excluded from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of discipline or a serious criminal offence. Permanent Exclusion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases.

The Headmaster will always oversee the procedures that follow to decide the sanction, who will notify The Chair of Governors.

Disciplinary meeting

Where the Head is satisfied that serious misbehaviour may have occurred a disciplinary meeting will be convened, usually by the Head of section. The Chair of Governors will be informed, and the parents or carers of the pupil made aware of the nature of the meeting in advance. Where appropriate any evidence or report may be made available to parents before the meeting is held. Pupils will generally attend unless agreed otherwise between the Head and the parents or carers of the pupil.

At the meeting the investigating member of staff will present their findings. Parents or carers and, if appropriate, pupils will be able to state their side of the case.

The Head may reach a decision at the meeting or take time to consider the circumstances. Rarely the Head may convene a second disciplinary meeting. Generally the Head will decide whether:

- Further investigation is warranted
- A lesser or no sanction should apply
- A serious sanction such as permanent exclusion should apply

The Head's decision will be made in consultation with the Governors and will be communicated to parents usually within 24 hours of the meeting in term time; if a second meeting is warranted the final decision will again usually be communicated within 24 hours of the meeting taking place. In cases involving permanent exclusion the Head will



seek to agree the nature of the leaving status with parents. Where no agreement can be reached the Head will determine the pupil's leaving status, as well as addressing other matters, for example:

- Whether (if relevant) the School can offer assistance in finding an alternative placement for the student.
- Arrangements (if relevant) for transfer of any course and project work to the student, his/her parents or another school.
- Whether (if relevant) the student will be permitted to return to school premises to sit public examinations.
- The conditions (if any) under which the student 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.

Permanent exclusion will come into effect seven days after the communication of the decision to parents in writing. Until this leaving date the pupil will remain temporarily excluded. If parents wish to review the decision they must apply in writing to Governors before the leaving date.

Appeals

If parent seeks top appeal decision - See Appeals Policy (Exclusions) (A14)



Appendix 1: Pre-Prep Pupil Summary of Rewards & Sanction

Aim

We love to celebrate the great things you do, whether it's your hard work, kindness, or good behaviour. It's important to us that everyone in our school feels noticed and appreciated. We want to make sure your efforts in all parts of school life are recognised because creating a happy and positive community really matters. Sometimes, we do have to point out when something isn't okay, but we always try to do it in a fair way.

Approach

Instead of having long lists of rules, we focus on making sure that what you do matches our core values:



As you grow up, we expect you to follow safety rules and understand the importance of laws. Most importantly, we want you to always use common sense and be kind in everything you do. We know that sometimes mistakes happen, and that's okay because school is a place where you can learn from them. Whenever possible, we try to "Praise in Public and Remind in Private" to help you learn and grow.

All children in Pre-Prep will read the Kindness Agreement together as a class and then sign it, promising to do their best to follow it.



Appendix 2: Pre-Prep Rewards and Sanctions

Rewards

Type of award	Awarding teacher	Logged on iSAMS	House points
Direct praise to child or conversations with parents to share particular behaviour/events of note	Any teacher	Teacher	0
Motivational stickers, charts and goals in classrooms, pot of gold.	Any teacher	Teacher	1
House points which are recorded in classrooms and other areas of the school with the totals announced in a weekly assembly	Any teacher	N/A (into House totals)	1
Spotty Box – examples of achievement outside school	Head	Head	2
Head's award	Head (selected by Form Teacher)	Head	2
Celebration book	Any teacher	Awarding teacher	5



Values badges (4 per class each term)	Form Teacher	Awarding teacher	10
End of year head's award	Head Teacher	Head	10

Sanctions

Level One	Level Two	Level Three
Teacher/ Tutor	Middle leadership/Deputy Head	Head (and Exec Head) and Deputy Head
<p>Behaviour</p> <p>Unkindness to others Failure to follow instructions Obvious disengagement with learning Disruption of others learning Inappropriate behaviour around school Unsafe behaviour</p>	<p>Behaviour</p> <p>Three or more Step 1 behaviours Refusal to follow instructions of adults anytime Physical intimidation or intentionally rough play Repeated acts of unkindness towards others</p>	<p>Behaviour</p> <p>Three or more Step 2 behaviours Bullying behaviour – verbally, physically or online Deliberately damaging school property Stealing Abusive or defamatory language Deliberate misbehaviour that leads to harm or poses a serious threat to others</p>
<p>Possible consequence</p> <p>Discussion and acknowledgement of consequences for themselves and impact on others Verbal warning Time out to consider actions Classroom management system, cloud, storm cloud Teacher may contact home to inform of behaviour AND Sanction logged on iSAMS as appropriate Level 1 by teacher</p> <p>Level 1 misbehaviour is repeated 3 times, then it usually moves to Level 2 sanctions</p>	<p>Possible consequence</p> <p>Discussion with Phase leader or Deputy Head about actions and consequences Behaviour Book/Chart to remind pupil and to record patterns Removal from activity Phase Leader or Deputy Head contact home to inform of behaviour after two level 2 sanctions AND Sanction logged on iSAMS as appropriate Level 2 by Phase leader or Deputy Head</p> <p>Level 2 misbehaviour is repeated 3 times, then usually moves to Level 3 sanctions</p>	<p>Possible consequence</p> <p>Discussion with Head about actions and consequences. Consideration of how to make amends Next steps agreed Letter of apology Parents informed Depending on nature of issue a major sanction may be required Fixed-term Suspension (as appropriate) Permanent Exclusion or Expulsion</p> <p>logged on iSAMS as required</p>



Appendix 3 Prep Pupil Summary of Rewards & Sanction

Aim

We aim to reward positive behaviour and performance in many ways to celebrate the wonderful work, effort and values in our community. We want you to know that you have been noticed and ensure that your efforts and achievements in all aspects of school life are celebrated; it matters that we create a positive community. There are times when we have to notice things that are not acceptable and we strive to do this fairly.

Approach

Rather than have extensive lists of “dos and don’ts” we aim to ensure actions align with our core values:



As you get older, we expect you to act in line with health and safety and observe the rule of law. Above all common sense and kindness should be at the heart of all you do. We appreciate that sometimes things go wrong and that in a school we are here to ensure our education helps you learn from that wherever possible. As far as is practical, we therefore adopt the approach of “Praising in Public, Reminding in Private”.

Student Code of Conduct

- Rules are based on respect for others and their property and on ensuring that the School maintains an excellent reputation in the community. Inappropriate dress or behaviour may reflect adversely on all students as the community observes the standards set by the school and judges accordingly.
- Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. The School is committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, or disability or learning.
- We expect students to be ready to learn and to participate in School activities. Students should attend School and all lessons punctually
- Students are expected to show respect for the rights of others, including each other's possessions and the School's property.
- We expect students to behave in a manner that reflects the best interests of the whole community.
- We expect students to treat all members of the School community with respect and courtesy and to respond positively to the opportunities and challenges of school life.

Rewards

Rewards can range from positive feedback or verbal praise to certificates, awards or end of year trophies. These vary according to age and expectation, but they will also accumulate with sustained positive attributes receiving bigger accolades. We aim to present awards publicly, for example in class, assembly or school meeting, to celebrate these positive actions; we will also share the news with your parents.



Sanctions

Sanctions are set to enable learning, restore trust and act as a point of change to a positive next step. They can range from a verbal reminder to permanent exclusion. The sanction will depend upon your age (and other factors that may affect your understanding and reaction) and also your previous behaviour. If poor behaviour or concerning actions are sustained and lessons are not learnt, then teachers will escalate to your Headteacher. Before sanctioning teachers will review information as best they can to ensure that a fair outcome is achieved. Your parents will be informed of sanctions and may be asked to come to school to discuss the matter with you.

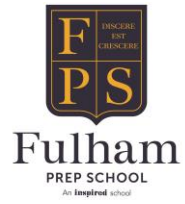
Appendix 4: Prep Rewards and Sanctions

Rewards

Type of award	Who awards	Who logs on iSAMS	House points
House Point	Any adult at school	Form teacher	1-3
Star of the Week	Form Tutor	Awarding tutor	2
Values Awards	Form Tutor	Awarding tutor	3
Fulham Core Awards	Form Tutor	Awarding tutor	3
Merit Certificates	Head of Department / Faculty Lead	Awarding teacher	3
End of Term Certificate	Head	Head	
End of Term Trophy	Head	Head	

Sanctions

Level 1	Level 2	Level 3
<p>Low level continuous disruption in lessons affecting the learning of others (chatting, calling out etc)</p> <p>Repeat of not prepared for lessons (incomplete homework, not having correct equipment)</p> <p>Repeat of inappropriate movement (running, pushing/jumping on stairs)</p> <p>Repeated lateness to school and/or lessons without reason</p> <p>Repeat failure to follow adult instructions</p> <p>Repeated incorrect uniform - three signatures in diary or HP book</p> <p>Using electronic devices to access noneducational content in school (games, social media, etc.)</p> <p>Using equipment inappropriately/without respect</p> <p>Use of inappropriate language</p> <p>Repeated failure to complete classwork</p> <p>Repeat not following bus rules and expectations</p> <p>Failing to consider another's needs or opinions</p> <p><i>Any other behaviour deemed Level 1 misbehaviour</i></p>	<p>Hurtful comments or behaviour towards others (in person or online) that may include reference to protected characteristics</p> <p>Deliberate invasion of personal space that causes distress, fear or physical harm</p> <p>Failure to attend lessons or leaving the school without permission</p> <p>Behaviour that affects the safety of yourself and others</p> <p>Disobedience, defiance or disrespect towards an adult</p> <p>Inappropriate use of technology including unkindness to others or viewing inappropriate content</p> <p>Taking images or videos of another student without permission</p> <p>Deliberate lying and deception</p> <p>Damage to school or other students' property</p> <p><i>Any other behaviour deemed Level 2 serious misbehaviour</i></p>	<p>Racist, sexist, homophobic or discriminatory behaviour</p> <p>Sexual Violence or harassment</p> <p>Deliberate misbehaviour that leads to harm or poses a serious threat to others</p> <p>Fighting and physical violence</p> <p>Possession of prohibited items/offensive weapons</p> <p>Involvement with alcohol/tobacco, /drugs/items used for substance abuse</p> <p>Setting off a fire alarm deliberately</p> <p>Posting videos/images on the internet/social media that bring the school or an individual into disrepute including sexual or/and violent content</p> <p>Repeated/purposefully hurtful behaviour (bullying) towards others (in person/online)</p> <p>Repeated negative language/attitudes towards another student or adult</p> <p>Stealing/theft</p> <p>Vandalism/ graffiti/deliberate serious damage to school/others' property</p> <p><i>Any other behaviour deemed Level 3 serious misbehaviour</i></p>
Possible Sanctions & Consequences:		
<ul style="list-style-type: none"> • Verbal Warnings, • Time Out (Year 3 & 4) or Lunchtime detention (Years 3-8) <p>AND</p> <ul style="list-style-type: none"> • Sanction logged on iSAMS as appropriate Level 1 by teacher • Level 1 misbehaviour is repeated 3 times, then it usually moves to Level 2 sanctions 	<ul style="list-style-type: none"> • Lunchtime Detention (Years 3 & 4) • After School Detention (Years 5-8) • Heads Detention (Years 5-8) • Daily report card • Behaviour contract <p>AND</p> <ul style="list-style-type: none"> • Sanction logged on iSAMS as appropriate Level 2 by Leadership • Level 2 serious misbehaviour is repeated 3 times, then usually moves to Level 3 sanctions 	<ul style="list-style-type: none"> • Heads Detention (Years 3 & 4) • Fixed-term Suspension (as appropriate) • Permanent Exclusion or Expulsion
Reset each term	Reset each year	Not Reset



Notification	Notification	Notification
The Tutor will be automatically informed by email when this behaviour is recorded on ISAMS	The Tutor and Parents will be informed by email when this behaviour is recorded on ISAMS	Matters at this level will be discussed with parents in person by a member of SLT and another member of staff



In a detention, a student will complete a Reflective Statement ([Sanction and Behaviour Reflection Record.docx](#);))

Appendix 7 Inspired Parent Code of Conduct

1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.
- We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:



- Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
- Behaviour or communications that breach school policies, safety or procedures.
- Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
- Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
- Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
 - request for a meeting to resolve the issue.
 - issue a warning regarding the behaviour and how that breaches this code.
 - withdraw the right to be on school premises or at school events.
 - give notice to parents to find an alternative school for their child/ren.