BEHAVIOUR MANAGEMENT, REWARDS & SANCTIONS POLICY 2026 – 2027

THIS POLICY INCLUDES EARLY YEARS FOUNDATION STAGE

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Governor sign – off		
Governor: Emily Harrison	Date:	02/06/2026

1. Introduction

This policy has been written in compliance with the guidelines contained in the DfE Guidance Behaviour in schools: advice for headteachers and school staff (2022) and The Early Years Foundation Stage Statutory Framework 2021. The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable judgements are made for these pupils.

2. Aims and Principles:

At Pennthorpe we recognise that all members of the school community have rights, but with these come responsibilities. It is the school's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour. We endeavour to create an ethos based on tolerance and mutual respect, which is conducive to the learning and social development of all children.

The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school. At Pennthorpe we understand that all behaviour is a form of communication and therefore teachers will treat this as such and investigate the reasons behind the behaviour rather than simply 'sanctioning' a child.

All teachers will also ensure that all 'Actions' in the Behaviour Management Levels and Actions System are carried out in a respectful and calm way. Children will not be reprimanded in public and no child should ever feel shamed or ridiculed by any adult at the school.

We aim to guide children towards behaviour based around the Fundamental British Values and The Pennthorpe Purpose Values of:

- Respect
- Kindness
- Honesty
- Positivity
- Resilience
- Tolerance

Pennthorpe uses a positive incentives program designed to focus on the things the children do well rather than their mistakes. Pennthorpe has an extensive rewards system, designed to be age appropriate and focused on effort and attitude as well as achievement and success.

Our sanctions and disciplinary systems are built upon the premise that good manners and sensible behaviour are in the interests both of the individual and of the community. Rewards and sanctions exist to both motivate the individual pupil and sustain the harmony of the community. For discipline to be fair and effective, certain principles should be followed. These are:

- Rules and standards of behaviour and the reasons for them must be clearly explained and defined.
- Children must know and understand the rules and expectations and why they are important
- Children must also know the consequences if they do not follow 'What we Expect at Pennthorpe'
- The School's expectations are visible throughout the school and refered to regularly
- Sanctions should be appropriate to the behaviour and restorative to all involved
- Giving children the opportunity and tools to reflect and change their behaviour are important components of this policy and the Behaviour Management Levels and Actions System
- Sanctions and attitudes which involve humiliation and sarcasm should not be used
- The use of corporal punishment or physically striking a child in any way is prohibited in an circumstances
- Teachers may only use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person. See the relevant section of this policy.

3. Expectations of pupil behaviour:

At Pennthorpe, we have expectations of ourselves as both individuals and as learner. These expectations are underpinned by our motto '*Non nobis solum nati*' – 'Born Not for ourselves alone'.

What we expect as individuals:

Be respectful:

- Listen to and consider the rights, desires and views of others
- Show good manners including saying 'please' and 'thank you' and holding doors open
- Look after the school environment and ensure the safety of ourselves and others

Be kind:

- Use kind words and actions to communicate with and help others
- Show leadership by being an up stander not a by stander when others are unkind
- Look after everyone in the Pennthorpe community

Be tolerant:

- Appreciate and celebrate that we are all different and unique
- Understand that people have different needs which require different approaches
- Understand that we all make mistakes

Be positive:

- Communicate and collaborate positively with others
- Allow for and engage in a positive learning environment
- To enter restorative conversations with a positive mindset

Be honest:

- Tell the truth when we have made mistakes
- Act in a trustworthy way
- Be honest with ourselves and seek help when needed

Be resilient:

- Engage in reflective conversations around our own and others' behaviours
- Reflect on our actions and change them when necessary
- See every day, every lesson and every encounter as a new opportunity

What we expect as learners:

- To strive for independence in lessons and homework
- To be ambitious in our learning and what we can achieve
- To reflect on our learning and the progress we have made
- To communicate with others through the sharing of ideas
- To positively collaborate with those around us
- To understand and explore the different types of leadership

Pennthorpe ensures that this happens through:

- A consistent approach to behaviour management.
- Strong school leadership.
- Excellent classroom management including preparation of resources before all lessons, greeting children at the classroom door at the start of a lesson.
- Ensuring all lessons end on time in a calm and appropriate manner.
- Effective systems of rewards and sanctions.
- Clear behaviour strategies and the teaching of good behaviour.
- Ongoing staff development and support.
- Suitable support systems for pupils through Class Teachers, Form Tutors, School and Eco Council and other pastoral systems such as the Welfare Tracker
- Liaison with parents and other agencies.
- Managing pupils' transition effectively.
- Organisation and facility.
- Support through key transition stages and effective preparation for the next stage of education.
- Showing consideration for the individual needs of all pupils – pupils needs will also be assessed when deciding the most appropriate level of 'Action'

Good Behaviour is taught through (for example):

- Effective role modelling by all staff.
- Form Time when pupils are provided with an opportunity to discuss behaviour
- Huddles where school expectation and The Pennthorpe Purpose are reiterated and discussed
- Behavioural management structure.
- Effective reward systems based around the values of The Pennthorpe Purpose
- PSHEE: moral ethics are understood and explored.
- Inclusive sporting activities encouraging strong moral ethics.
- Support systems for pupils.

We do not tolerate:

- Bullying
- Racism

- Sexism
- Physical abuse and overly physical behaviour
- Child-on-child abuse
- Sexual violence or sexual harassment

Child-on-Child Abuse

All staff are aware that children can be abusive of other children, in and outside of school and the school will take the actions of pupils, both those occurring within school and outside of school, seriously. Low level concerns will be handled using the process outlined in the Safeguarding and Child Protection Policy. Staff are aware that although the school may not be receiving reports, this does not mean incidents are not happening. Staff understand the importance of challenging inappropriate behaviours between peers, which are outlined in the Safeguarding and Child Protection Policy and are included in annual child protection training.

4. Reasonable Adjustments and Considerations for Indvidual Needs

At Pennthorpe, we recognise that each child is unique and may require different approaches to behaviour management. In line with the Equality Act 2010 and our inclusive ethos, reasonable adjustments must be made when applying rewards and sanctions, particularly for pupils with special educational needs and/or disabilities (SEND), mental health challenges, or other individual circumstances.

Staff must take into account the child's developmental stage, emotional wellbeing, and any relevant background information when responding to behaviour. This includes considering the impact of trauma, neurodiversity, and other factors that may influence a child's actions and responses.

Where appropriate, a Welfare Support Plan should be created in collaboration with the child, their parents or carers, and relevant staff. This plan outlines tailored strategies for supporting the child's behaviour, emotional regulation, and engagement with learning. It may include specific adjustments to the reward and sanction systems, additional pastoral support, and regular review meetings.

All staff are expected to familiarise themselves with the needs of pupils in their care and to liaise with the Head of Learning Support, Deputy Head Pastoral, and Senior Leadership Team to ensure that behaviour management is fair, compassionate, and effective for every child.

5. Rewards:

Recognition of good behaviour is a key factor in our behaviour policy. It is our aim to ensure that all positive actions are encouraged and, where possible acknowledged with a reward when a pupil goes above and beyond the standard expectations.

Below is a summary of the various reward systems in place at Pennthorpe:

Early Years:	Individual Early Years Teachers use their autonomy dependent upon the age and nature of the cohort. Examples of rewards might include: verbal praise, Stickers, leader of the day.

	All of the Early Years enjoy the following rewards: certificates in Celebration Huddles, Head of Pre-Prep certificate.
Verbal Praise	Verbal praise is extremely important and should be prevalent in all our contact with the children. In the younger years, stickers will also be used to reinforce verbal praise.
Plus marks (Dojos)	Pluses can be awarded by any member of the teaching staff (including peripatetic teachers) to pupils in Year 1 and above. Plus, as well as being given for good work, are also awarded for responsible, helpful behaviour which, amongst other things, could include honesty, courage, both physical and moral, kindness, thoughtfulness, persistence, tidiness, initiative etc. They can also be awarded for displaying any of our Pennthorpe Purpose dispositions and values. They can also be given as a reward for participating in an extra activity which enhances the life of the community. Plus totals are collated on a weekly basis and count towards the House Shield. When pupils hit the appropriate threshold level, they will be presented with a bronze, silver or gold badge to wear on their blazer.
Merit badges	Any pupil receiving 10 or more pluses in a week is rewarded with a **merit badge**. These are presented by Heads of Year in the weekly phase huddle.
Good Work certificates	These are presented to a member of each class in the Pre-Prep and Years 3&4 during Celebration Assemblies. The work and certificate are displayed in the Pre-Prep foyer for the following week.
Praise Postcards	Praise postcards are posted out to pupils from the School Office when a member of staff wishes to commend a particularly special act or achievement in their subject.
Head's Commendations	Recognising excellence is important at Pennthorpe. Head's Commendations can be issued in the Prep for an excellent piece of work or for demonstrating excellence in an aspect of the Pennthorpe Purpose. Pupils will visit the Head prior to receiving their award in a Huddle.
Star of the Week	During weekly Celebration Huddles in the Prep and Pre-Prep a **star** is presented to a pupil in each class who has demonstrated one of the core values.
Citizenship Awards	Citizenship awards are made to pupils who are nominated, either by staff or their peers, for exhibiting consistently selfless acts for the benefit of their community.
Head's Lunches	These are held for a variety of reasons including rewarding good manners at lunch and take place in the Head's Study.
Seniors and Prefects	From the start of Year 7 positions of responsibility are awarded to pupils based on all the data and evidence that has been built up by the Year 7&8 Tutor Teams. In the first instance a pupil can become a Senior once the Head of Year 7 & 8 feel there is enough evidence to support this progression. Once a Senior, pupils are then able to apply to become a Prefect (Year 8 only) and are asked to fill out an application. This is then followed by an interview with

	the Deputy Head Pastoral and Head who either appoint the pupil as a Prefect or set targets for development to support a further application at a later date.

6. Behaviour Management (Pre-Prep):

At Pennthorpe, we understand that children in the Early Years and Pre-Prep are still developing their understanding of social norms and expectations. Our approach to sanctions is rooted in empathy, restorative practice, and age-appropriate guidance. All behaviour is treated as a form of communication, and our response is designed to support the child in understanding and improving their behaviour.

EYFS (Nursery & Reception)

Children in the EYFS are guided by a small number of clear, positively framed expectations such as:

- Kind hands
- Quiet voices
- Walking indoors
- Respecting others and their belongings

These expectations are taught through:

- Modelling by adults
- Storytelling and play-based activities
- Positive reinforcement and visual cues

Sanctions in EYFS are gentle and restorative, and may include:

- A calm, private conversation to reflect on behaviour
- A reminder of expectations using visual prompts
- Redirection to a more appropriate activity
- Support to make amends (e.g. helping tidy up or saying sorry)

All actions are carried out respectfully and without public reprimand. No child should ever feel shamed or ridiculed. Staff will consider the child's developmental stage and any SEND needs when responding to behaviour.

The Head of Pre-Prep is responsible for overseeing behaviour and discipline in EYFS, supported by the Head of Nursery and Deputy Head Pastoral.

Pre-Prep (Years 1 & 2)

In Pre-Prep, children begin to engage with a more structured visual reward and behaviour system, which is displayed in classrooms and referred to regularly. Teachers use this system to reinforce expectations and guide children towards positive choices.

Sanctions in Pre-Prep are restorative and proportionate, and may include:

- A private conversation with the child to explore the behaviour and its impact
- A visual movement on the class behaviour chart (e.g. from sunshine to cloud)
- A short reflective task or time-out in the classroom
- A restorative conversation with the Form Teacher

Teachers will always explain the reason for the sanction and help the child understand how to make better choices next time. Parents are kept informed through daily contact and open communication, ensuring a partnership approach to behaviour support.

The Head of Pre-Prep, with support from the Deputy Head Pastoral, is responsible for managing behaviour and discipline in KS1 and will support staff in implementing restorative practices and liaising with parents where necessary.

7. Behaviour Management Levels and Actions System (Prep):

To ensure all children feel safe and secure at school, it is important for them to know and understand what is expected of their behaviour. It is also important for children to know what the consequences are when they, or others, do not behave in a way that is consistent with the school's expectations
The school follows the following Behaviour Management Levels and Actions System. This is discussed with all children at the start of each term and found in the Pennthorpe School Prep Diary. The Levels and Action System must be read and understood alongside 'What We Expect at Pennthorpe' which is built around the Pennthorpe Purpose.

A culmination of significant behaviour events may escalate the actions to a higher Level, further to a discussion of relevant members of the Senior Management Team.

Whilst the 'Actions' remain consistent throughout all year groups in the Prep School, the language used by staff will be adapted to suit the needs and age of the individual.

Level 1:

Examples of Behaviour	• One off incident of low level disruption in a lesson • One off incident of a failure to follow an instruction • One off incident of a failure to follow 'What we Expect'
Staff Involved	• Staff who observe the behaviour
Actions	• Verbal Warning and a request to correct behaviour

Level 2:

Examples of Behaviour	• A second incident of low level disruption in a lesson • A second incident of a failure to follow an instruction • A second incident of a failure to follow 'What we Expect'
Staff Involved	• Staff who observe the behaviour
Actions	• Behaviour is verbally acknowledged and followed up with a 1:1 conversation regarding the reasons for the behaviour and the impact of it

Level 3:

Examples of Behaviour	• Continued low level disruption in a lesson • Continued failure to follow an instruction • Continued failure to follow 'What we Expect' • A one off incident of considered and intentional unkindness or aggression towards others • A one off incident of swearing about or towards others • A one off incident of bringing a prohibited, non-dangerous item into school
Staff Involved	• Staff who observe the behaviour • Form / Class teacher
Actions	• Behaviour is verbally acknowledged and followed up with a 1:1 conversation regarding the reasons for the behaviour and the impact of it • Behaviour is recorded on the Behaviour Tracker and Form Teacher is informed • A restorative conversation with the Form / Class Teacher takes place and parents are informed (up to 15-minutes)

Level 4:

Examples of Behaviour	• Continued and regular disruption of lessons • Refusal to follow instructions • Refusal to follow 'What we Expect' • Repeated and intentional unkindness or aggression towards others • A second incident of swearing about or towards others • One off incident of overly physical behaviour towards another pupil • Second incident of bringing a prohibited, non-dangerous item into school • A one off incident of intentional damage of school or other pupils' property
Staff Involved	• Staff who observe the behaviour • Form / Class teacher • Head of Upper School and/or Head of Department
Actions	• All Level 3 steps (where appropriate) • Pupil is removed from lesson by a member of SMT (where appropriate) • Behaviour is recorded on the Behaviour Tracker, the Serious Sanctions Log and a Bullying Investigation takes place (where appropriate) • Form Teacher and Head of Year / Department are informed • A restorative conversation and reflective task with the Head of Year / Department takes place at lunch time and parents are informed (up to 30 minutes)

Level 5:

Examples of Behaviour	• Ongoing continued and regular disruption of lessons • Ongoing refusal to follow instructions • Ongoing refusal to follow 'What we Expect' • Continued swearing about or towards others • A second incident of overly physical behaviour or aggression towards others • Any form of racism or discrimination • Confirmed Case of Bullying • One off incident of theft • Repeated incidents of bringing a prohibited, non-dangerous item into school • A one off incident of bringing a prohibited, dangerous item into school • Repeated incidents of intentional damage of school or other pupils' property
Staff Involved	• Staff who observe the behaviour • Form / Class teacher • Head of Upper School and / or Head of Department • Deputy Head
Actions	• All Level 4 steps (where appropriate) • Pupil is removed from lesson by a member of SMT (where appropriate) • Behaviour is recorded on the Behaviour Tracker, the Serious Sanctions Log and a Bullying Investigation takes place (where appropriate) • Form Teacher, Head of Year and Deputy Head are informed • A restorative conversation and reflective task with the Head of Year / Deputy Head takes place after school (once Prep is completed) • Parents are informed and invited in to school for a meeting with Head of Year • Behaviour Support Plan is created

Level 6:

Examples of Behaviour	• Ongoing continued and regular disruption of lessons (despite Level 5 Actions) • Ongoing refusal to follow instructions (despite Level 5 Actions) • Ongoing refusal to follow 'What we Expect' (despite Level 5 Actions) • Continued swearing about or towards another (despite Level 5 Actions) • Continued overly physical behaviour or aggression towards others • Second incident of racism or discrimination • Continued or second incident of bullying • Second incident of theft
Staff Involved	• Staff who observe the behaviour • Form / Class teacher • Head of Upper School and / or Head of Department • Deputy Head • Head
Actions	• All Level 5 steps (where appropriate) • Behaviour is recorded on the Behaviour Tracker, the Serious Sanctions Log and a Bullying Investigation takes place (where appropriate) • Form Teacher, Head of Year, Deputy Head and Head are informed • One Day Internal Exclusion takes place with restorative and reflective tasks with the Head of Year, Deputy Head and Head • Parents are informed and invited in to school for a meeting with Deputy Head • Behaviour Support Plan is reviewed and updated

Level 7:

Examples of Behaviour	• Continuation of any Level 6 behaviours after Actions and support have been put in place • A child found to have made a malicious allegation against a member of staff • A child who has participated in child-on-child abuse
Staff Involved	• Staff who observe the behaviour • Form / Class teacher • Head of Upper School and / or Head of Department • Deputy Head • Head • Chair of Governors
Actions	Fixed Term or Permanent External Exclusion to be determined by The Head after investigation, which may include: • Meetings with staff • Meetings with parents • Meetings with pupil (where appropriate) • Consultations with external agencies (where appropriate) • Consultations with Governors

8. Consideration of the victim

At Pennthorpe it is important that all pupils feel safe at school. Therefore, where there may be considered a victim to the behaviour of another, staff will ensure that the actions taken will act to consider not only the restorative conversations with the perpetrator but also the victim.

Actions taken may be shared with the victim and, where appropriate, parents of the victim to allow for closure and ensure they feel supported and heard moving forward.

Where an apology is appropriate, the perpetrator may choose to apologise to the victim. All children at Pennthorpe will be educated in what makes a genuine apology and the purpose and benefit of apologising. Children will be taught that the four stages of a genuine apology are:

- Admit
- Acknowledge
- Apologise
- Act

In addition, staff will facilitate restorative conversations between the pupils involved.

9. Use of Restrictive Interventions, including Reasonable Force:

The school is committed to minimising the need for restrictive interventions through early support, prevention, and de-escalation strategies. Restrictive interventions, including the use of reasonable force, may have a significant impact on pupils and staff and are therefore used only when absolutely necessary to ensure safety.

All members of school staff have a legal power under Section 93 of the Education and Inspections Act 2006 to use reasonable force in limited circumstances. Reasonable force is a form of restrictive intervention and means using no more force than is necessary, for the shortest possible time, in response to the specific circumstances of the incident.

Reasonable force may be used only to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder that seriously compromises the safety or good order of the school

Any decision to use reasonable force must be necessary and proportionate, and staff must consider whether less restrictive alternatives are available and likely to be effective before intervening physically.

The use of force must be time-limited and reduced or stopped as soon as the immediate risk has passed. If an intervention is escalating the situation or causing additional distress, staff must reconsider their approach and seek an alternative strategy where possible.

The use of force must never be a punishment. Corporal punishment and the use of force for disciplinary purposes are unlawful and strictly prohibited at Pennthorpe.

Staff must take particular care when working with pupils who have special educational needs and/or disabilities (SEND), mental health needs, or who may have experienced trauma. Where a pupil has a Behaviour Support Plan or Welfare Support Plan, this must be followed, and reasonable adjustments must be made in line with the Equality Act 2010.

Where physical contact is unavoidable, staff should seek to preserve the pupil's dignity, communicate calmly and clearly what is happening and why, and remain attentive to the pupil's welfare throughout the intervention.

Corporal punishment is strictly prohibited at Pennthorpe. Under no circumstances may a member of staff physically strike a child or use any form of physical discipline. This aligns with statutory guidance and the school's safeguarding principles. Any accidental physical contact that could be perceived as inappropriate must be reported immediately to the Head to ensure transparency and appropriate follow-up. The use of force as a punishment is unlawful and will not be tolerated.

Recording and Reporting

Any significant incident involving the use of reasonable force must be recorded on the school's physical restraint log and reported in line with Section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. Incidents must be recorded as soon as practicable and staff should endeavour to do this on the same day.

Records must include, as a minimum, the details set out in statutory guidance, including the context, justification for the intervention, any de-escalation strategies used, and any post-incident support provided. Parents must be informed as soon as reasonably practicable, normally on the same day.

Staff Guidance and Training

Staff should familiarise themselves with the Department for Education's statutory guidance: 'Restrictive interventions, including use of reasonable force, in schools' (DfE April 2026). A copy is available in the Staff Workroom. Staff are expected to receive appropriate training and guidance in de-escalation

strategies, safe and lawful use of reasonable force, and understanding the risks associated with restrictive interventions.

Pennthorpe is committed to minimising the need for physical intervention through:

- Early support and de-escalation strategies
- Positive behaviour modelling
- Restorative conversations

Where physical contact is unavoidable (e.g. demonstrating a skill or comforting a distressed child), it must be appropriate, brief, and in line with safeguarding expectations.

10. Monitoring and evaluation:

The policy will be monitored regularly through staff meetings, briefings, and Senior Leadership Team Meetings (SLT) to determine whether there are any areas which might necessitate changes in the way we approach a particular aspect of behaviour management.

Similarly, if the number of behaviour incidents at Level 3 causes concern, changes will have to be considered both to the policy and the strategies detailed in the hierarchy of behaviour management.

This policy pays heed to the following policy documents:

- Safeguarding and Child Protection Policy
- Anti-Bullying & Cyber-Bullying Policy
- Online Safety Policy
- Acceptable Use Policy
- Exclusion and Pupil Removal Procedures Policy