



Warwick Junior School – Behaviour, Rewards and Sanctions Policy

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Warwick Junior School

Behaviour, Rewards and Sanctions Policy

1.0 Our approach

1.1 High standards of behaviour are expected at Warwick Junior School. This includes during the course of a normal school day and when off site, such as on a trip or representing school on a sporting fixture. The staff and pupils alike, are expected to treat each other with respect, courtesy and thoughtfulness; in short, we expect all members of the school community to treat others as they would wish to be treated. We aim to promote a community that is harmonious and unified, yet respectful of the differences and individual needs amongst its individuals.

1.2 We believe that high quality teaching and learning takes place in an environment that is stimulating and exciting yet is disciplined and supportive. We believe that good behaviour is learnt and that part of the role of every member of staff is to teach good behaviour.

1.3 We acknowledge that our pupils will make mistakes and aim to foster an environment where mistakes are identified, and pupils are helped and encouraged to learn from their mistakes. There will be occasions when sanctions are applied, but our aim is that these consequences will additionally provide an opportunity for reflection and ultimately enable the pupils to be accountable for their own behaviour.

1.4 All boys should adhere to the Code of Conduct and Behaviour Code found in their Prep Diaries.

1.5 This policy applies to all pupils in the school. The following policies operate alongside the behaviour policy and are helpful to read in conjunction with it:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Acceptable Use Policy Use of ICT Policy
- The Use of Force to Restrain and Control Policy
- Searching, screening and confiscation Policy
- SEND Policy
- Pastoral Care Policy

2.0 Aims

2.1 We aim to:

- Create a school environment where pupils and staff feel happy, confident and safe
- Promote an ethos of hard work, enjoyment, respect and responsibility
- Develop pupils' understanding of their conduct and the positive or negative impacts this can have on others
- Minimise behavioural incidents, including low-level disruption
- Support all pupils to meet the high standards of behaviour, in line with their individual needs

2.2 In addition to the core School values, we place an emphasis on our Learning Strengths of Independence, Reflectiveness, Resilience, Focus, Empathy, Communication, Responsibility and Creativity.

2.3 We want the boys to be:

- Kind to each other.
- Proud of their achievements.

- Respectful to others.
- Responsible for their behaviours.
- Create a safe environment for themselves and others.
- The best that they can be.
- Enable themselves and others to learn – create a productive learning environment.

2.4 We expect staff to reinforce this behaviour by using fair, consistent and effective behaviour management strategies, including rewards and sanctions. All staff must seek to ensure that sanctions are proportionate to the misdemeanour and should enable pupils to make reparation where possible.

2.5 Form tutors and/or Heads of Year will remind pupils of school rules and behaviour expectations at least annually. Pupil Prep Diaries contain a copy of the Code of Conduct, Behaviour Code and Computing Code of Conduct, which should be read and signed at the start of each year.

3.0 Rewards for Positive Behaviour

3.1 We place a high value on praise and reward for good behaviour. Our aim is by encouraging, promoting and celebrating good behaviour, for this to become the norm. We encourage pupils to think of the impact of their behaviour on others, rather than just to think of their words or actions in isolation.

3.2 Form Tutors and Heads of Year, through Form periods, PSHEE lessons and year group meetings, will encourage, promote and praise good behaviour. Each week there will be two assemblies, the first will focus on developing a positive ethos within the school by teaching the pupils about inspirational people, events and our Learning Strengths, the second assembly will focus on publicly recognising pupils' good behaviour and achievement.

3.3 Staff may use the iSAMS Note Home system, to highlight occasions of good effort, thoughtfulness or reflectiveness to parents.

3.4 Positive rewards are as follows:

- Verbal praise or comments in exercise books.
- Verbal praise for good behaviour, courtesy and consideration.
- House Points are awarded for good work, effort or behaviour.
- The opportunity to show a piece of work to another teacher e.g. HoY or DH.
- Commendations are awarded for excellent work or effort for the individual.
- A Headmaster's Commendation is awarded when a boy has produced an exceptional piece of work for him.
- For examples of notable impeccable manners, helpfulness or good conduct boys can be awarded a 'Care, Courtesy and Consideration' certificate
- Half termly Learning Strengths awards are presented to pupils who have demonstrated positive attributes in the Learning Strength that is the current focus.
- In the Summer Term, Year 6 boys can receive a 'Golden Ticket'. This is a popular form of reward and encouragement offered during this term. The Golden Tickets are submitted for a half termly prize draw.

4.0 Sanctions for Misbehaviour

4.1 The aim of any sanctions system should always be to achieve a positive outcome and to help boys to appreciate that actions have consequences. In most instances, boys will receive a verbal warning and admonishment; if the boy ignores the warning a further sanction may be given. All sanctions

are designed to provide pupils with opportunities to learn through their mistakes. Staff are encouraged to carefully explain to the pupil the reason for the sanction, the school's expectations, and strategies to be used by the pupil to help them make better decisions on their behaviour in the future.

4.2 The range of sanctions used in the Junior School:

- Reprimand by Form Tutor or member of staff concerned with the incident
- Loss of free time (LOFT)
- An appropriate positive task or punishment
- A Yellow Card
- Referral to the Deputy Head or Headmaster
- Parental involvement (formally)
- Detention after school
- Target Card (with clear reference to behaviour target)
- Headmaster's Report
- Fixed term suspension (internal or external)
- Possible exclusion, pending a decision by the Governing Body

The above points outline the escalation of sanctions, however, in matters of serious or continued misbehaviour, the Deputy Head and/or Headteacher may, following appropriate investigation, apply a higher level of sanction.

4.3 Where there is a clear need to improve a boy's standard of behaviour, parents will be kept fully involved and informed. The school believes in forming a partnership with parents as a vital part of the process of maintaining good standards of behaviour.

4.4 Loss of Free Time

4.4.1 For minor misdemeanours, boys will receive a LOFT sanction.

4.4.2 This will occur at the next morning break time that follows the issue.

4.4.3 Examples of reasons that LOFT sanctions may be awarded.

- Chatting when asked not to
- Being unreasonably late for a lesson (without a valid reason)
- Being inside/hanging around in classrooms or cloakrooms when not permitted
- Not completing an acceptable amount of work in a lesson – (N.B in most cases it is appropriate for the lesson teacher to keep boys in at break to complete work, however where this is not practical, LOFT could be used)
- Continuing to waste time in a lesson despite reminders
- Running in corridors / pushing to get to front of lines

4.4.5 LOFT will happen each morning break and will last for up to a maximum of 15 minutes.

4.4.6 A member of staff from the duty team, will need to check the LOFT register for that day and then meet the relevant pupils by the library.

4.4.7 Each pupil will complete a LOFT task – this will either be a reflection sheet or completion of work, if the reason for LOFT is inadequate work in a lesson.

4.4.8 Completed LOFT reflection forms should be given to the HoY to monitor. Where a single pupil is regularly being given LOFT periods, the Form Tutor should alert the HoY and a meeting with the pupil and HoY should be arranged. Parents will be informed of the meeting via an iSAMS Note Home. In circumstances where repeated LOFTs have been awarded for the same issue, or there have been

no improvements despite targeted interventions, a Yellow Card may be awarded instead. For repeated incidents of low-level disruption a target chart may also be introduced, in liaison between the HoY and Form Tutor. As a guideline, three or more LOFT sanctions in a half term would be noted and the Form Tutor should liaise with HoY and Deputy Head via the Pastoral Committee, or as necessary.

The LOFT records will be reviewed half termly by the Pastoral Committee in order to monitor any trends and highlight boys of concern.

4.5 Yellow Cards

- 4.5.1 For more serious behavioural matters, or continued incidents of low level behaviour issues, a boy may be given a 'Yellow Card'.
When staff give a Yellow Card, it must be recorded on the school's iSAMS Reward and Conduct System. This triggers an email which is sent to the boy's Form Tutor, to the Deputy Head and to parents. This information sharing allows teachers and parents to be aware of issues and to advise the boy appropriately; in some incidents it may be appropriate for other targeted interventions to also be put in place
- 4.5.2 Parents must not be overly concerned should their son receive a Yellow Card. Many, if not most boys, will receive a Yellow Card at some stage in their Junior School journey. Boys will make mistakes and the system acknowledges this fact, helping boys learn from their errors. In the unlikely event that a boy receives three Yellow Cards in five school days, a Deputy Head's Detention is given.
- 4.5.3 Where a pupil receives multiple Yellow Cards over a half term, parents are contacted and further sanctions such as a Target Card or Deputy Head's Detention may be deemed necessary. As a guideline, three or more yellow cards in a half term would be a matter of concern and the Deputy Head would liaise with the relevant form teacher and HoY regarding next steps.

4.6 Deputy Head Detention

- 4.6.1 In most instances, the Deputy Head will deal with any boy with a detention. Parents will be informed that a detention has been issued and will take place on a set date after school.
- 4.6.2 The first part of the detention runs from 4 – 4.30pm. During this time, the reasons for the detention will be discussed and the pupil will be asked to complete a 'Pupil Reflection' form which requires him to reflect on his behaviour against the Code of Conduct and Behaviour Code, as detailed in the Prep Diary. There will then be a discussion about 'Next Steps', where the boy is encouraged to think about what should happen in the future to prevent any further incidents of poor behaviour. Between 4.30 – 4.45pm, parents are invited to join the meeting, and the discussions and Next Steps are shared.
- 4.6.3 The Deputy Head records the incident leading to the detention and the meeting notes.

4.7 Target Setting Report

Where concerns regarding behaviour or effort are not resolved within a reasonable amount of time, it may be appropriate for a pupil to be put on a Target Setting Report card. When a pupil is put on a Target Setting Report card, parents will be informed. Targets will be set in discussion with the Form Tutor (HoY or DH if appropriate) and the pupil. The Form Tutor will review the targets at the end of each day with the pupil and then they (or the HoY/DH) will share the week's target sheet with parents, at the end of the week.

4.8 Headmaster's Report

4.8.1 Boys whose behaviour has given continued or serious cause for concern, might be placed on Headmaster's Report. The Headmaster will take appropriate action to ensure that the pupil's difficulties are resolved. Targets will be set that will be reviewed by the Headmaster on a daily or weekly basis.

4.8.2 It is stressed that being on Headmaster's Report is unusual and most difficulties will be overcome before this stage is reached. Parents will receive notification that their son is on Headmaster's Report and it is usual for a consultation to take place.

4.9 Internal Suspension, Suspension, Expulsion

4.9.1 These are the prerogative of the Head only. A temporary exclusion (internal or external suspension) may arise if a pupil has seriously broken the school rules/repeatedly makes the same mistakes, or if allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

4.9.2 The Head may choose to exclude a boy after consultation with the Headmaster of Warwick School (see Expulsion, Removal and Review policy).

4.10 Pupil needs and support

4.10.1 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 behaviour may be differentiated to cater to the specific needs of a pupil.

4.10.2 When applying sanctions, the needs of the individual should always be taken into consideration. The School does not operate in a way where specific offences always receive specific sanctions. We will also review approaches to support requirements of students who have an EP report or EHCP. Pupils with special educational needs, disabilities or other extraordinary circumstances, for example LAC / PLAC, or where there are known safeguarding or pastoral concerns, may in some cases need a different kind of intervention, depending on the nature of the concern. Some students may require planned or pre-emptive interventions if there is a reason to anticipate misbehaviour. If in doubt, a member of staff should consult a pupil's Form Tutor, Head of Year, Deputy Head or SENDCo for advice.

4.11 Appeals Process for pupils against sanctions

4.11.1 As a School we wish to have a community that listens and is able to respond in a positive, appropriate and sympathetic way to any concerns. It is important that all stakeholders feel valued and involved with the school and are able to voice their concerns. This is helped where the culture of the school is open and where all complaints are received in a positive manner.

4.11.2 All concerns need to be handled seriously. A gentle expression of concern, or a simple query, may grow into a painful matter if people feel that they have been brushed aside. Equally, issues with the potential to become acutely difficult may dwindle and fade if they are handled well at the initial stage.

4.11.3 Procedure

1.1. It is hoped that most concerns over sanctions will be resolved quickly and informally.

1.2. Parents of pupils complaining about a sanction should, in the first instance, speak to their Form Tutor or Head of Year. In many cases, the matter will be resolved straightaway by this means to the satisfaction of all concerned.

1.3. If the Form Tutor cannot resolve the matter alone, it may be necessary for him/her to consult the Deputy Headteacher.

1.4. The Deputy Head will, in dealing with the Appeal, collate evidence and make a judgement based on this evidence.

- 1.5. All such complaints that cannot be dealt with immediately should be acknowledged with the parents within 24 hours with an indication that further investigations are taking place.
- 1.6. Once the Deputy Headteacher is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made, in conjunction with the Headmaster, and the parents will be informed of this decision and reasoning for it.
- 1.7. The Headmaster's decision is final within this Procedure.
- 1.8. Should parents feel that they wish to take this matter further then the matter enters the Warwick School Complaints Procedure for Parents at Stage 2 and Parents need to initiate the formal complaints procedure.

5.0 Links between the Behaviour Policy and other school policies

5.1 The Behaviour Policy is one of a suite of policies that is in place to safeguard our pupils and staff.

5.2 We are required by national guidance to include the following policy reference links in our Behaviour, Rewards and Sanctions, and Appeals Policy:

5.3 Links with the *Use of Force to Control or Restrain Students Policy*

It is the expectation that at Warwick School we will never have to employ the procedures laid out in the Use of Force to Control or Restrain Students. However, all staff members have a responsibility to ensure that good order and discipline are maintained, and the safety of pupils ensured. So, staff will, if deemed absolutely necessary, and acting in accordance with the policy, use reasonable force. This would only ever be as a protective measure and never in a disciplinary sense. The school does not, of course, use corporal punishment, nor does the school place any pupil in an isolation room for disruptive behaviour.

5.4 Links with the *Anti-Bullying Policy*

All schools are required to address antisocial behaviour *within* their school, such as bullying, gang culture, racism, and any forms of extremism, through their Behaviour Policy and Anti-Bullying Policy. In addition, the Behaviour Policy and associated disciplinary action applies to pupils behaving antisocially *beyond* the school gate, whether they are under the charge of a member of staff or not.

5.5 Links with the *Searching and Confiscation Policy*

Under no circumstance should pupils bring into school any prohibited items. The Head, and staff authorised by them, have a statutory power to search pupils or their possessions, including lockers and desks, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

5.6 Prohibited items are:

5.6.1 knives or weapons (real or replica), alcohol, illegal drugs, non-prescription drugs (e.g. Spice, K2), stolen items, tobacco, cigarette papers and lighters, vapes, fireworks, pornographic images or films, extremist material, 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)

5.6.2 The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes vaping materials. (Note: Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the school to decide if and when to return a confiscated item.)

5.7 Links with the *SEND Policy*

Pupils with SEND may require adaptations to be made to the Rewards and Sanctions systems. Staff should refer to each individual's IEP/EP/PSP when considering appropriate rewards or sanctions and/or liaise with the DH/SEND/CO/HoY/Form Tutor.

5.8 Training

5.8.1 Staff are provided with training on managing behaviour during in-service training days, after-school training sessions and attendance at external courses with a record of all training kept electronically.

6.0 Roles and responsibilities

It is the expectation that all pupils and staff within the school community will behave in accordance with this policy and the other related policies.

6.1 Governors

6.1.1 Governors will review this Behaviour Policy in conjunction with the Head and monitor the policy's effectiveness, holding the Head to account for its implementation.

6.2 Head and Foundation Principal

6.2.1 The Head is responsible for reviewing and approving this behaviour policy in consultation with the Principal.

6.2.2 The Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.2.3 The Deputy Head, in liaison with the Head where necessary, oversees the day to day pastoral and behaviour systems and works with the HoY to monitor the rewards and sanctions systems.

6.3 Staff

6.3.1 Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting and recording behaviour incidents
- The Senior Management Team will support staff in responding to behaviour incidents

6.3.2 Teachers (and all staff who have responsibility for pupils) have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits and within the agreed policy.

6.3.3 For Tutors are responsible for monitoring rewards and sanctions for their form and ensuring that effort and achievement are regularly recognised and behaviour issues are addressed promptly.

6.3.4 Heads of Year are responsible for liaising with their team, in order to monitor rewards and sanctions and raising concerns at the Pastoral Committee when necessary.

6.4 Pupils

6.4.1 The expected code of behaviour is raised both formally (e.g. during form times, assemblies, PSHE lessons) and informally and pupils are encouraged to respect each other and speak out if there are

any issues. Pupil support systems are in place, where every pupil knows who they can go to for support.

6.5 Parents

6.5.1.1 We need and greatly value the support of our parents in upholding our Behaviour Policy. We particularly appreciate their support in these ways:

- ensuring their child attends school regularly and punctually
- ensuring their child has packed everything needed for the following day
- ensuring they leave home each day wearing correct uniform
- ensuring they have a regular evening and weekend routine in which to enable completion of homework to the expected standard and on time and without being interrupted by TV, phone, computers etc.
- ensuring all equipment, possessions and uniform are clearly named and that valuables are left at home
- monitoring use of mobile phones and computers to ensure that potentially hurtful messages and chat to and about other pupils in the school are not being exchanged out of school hours
- responding promptly to any message of concern from staff about their child's behaviour in school and working with us to remedy any problems
- alerting us to any personal issues or circumstances which might lead to poor behaviour or performance in school

7.0 Monitoring and Reviewing

- 7.1 Low level behaviour concerns should be monitored, in the first instance, by Form Tutors. Where there are on going issues, Form Tutors should report this to their Head of Year who will bring the information to the weekly Pastoral Committee meetings for review and follow up, where necessary.
- 7.2 The Pastoral Committee review pastoral and behavioural concerns on a weekly basis and continue to monitor any concerns until a resolution is achieved.
- 7.3 Serious Behaviour Incidents or repeated behaviour issues that result in a DH detention are recorded and monitored by the DH and then reviewed by the DH/Head informally at their weekly meetings, as required, and by SLT and the Safeguarding Governor formally on a termly basis.
- 7.4 Incidents or repeated significant behavioural concerns that result in a suspension are recorded and monitored by the Head in the Serious Sanctions Log and reviewed with the DH at the time of the incident, and with SLT and the Safeguarding governor on a termly basis. These are also reported to the governors at the termly school board meeting.
- 7.5 Where poor behaviour merits exclusion, the processes laid out in the Foundation Expulsion, Removal and Review Policy are implemented.
- 7.6 Where trends are noted at any review point, action will be taken as necessary to address the concerns. This may include targeted interventions with individuals (e.g. implementing a Pastoral Support Plan or mentoring), groups (e.g. additional PSHE / social skills lessons) or staff training.
- 7.7 Where a pupil is displaying ongoing challenging behaviour or an uncharacteristic change in behaviour, consideration will be given as to whether the pupil has an unrecognised SEND, Safeguarding or Pastoral need that requires further investigation.

Appendices



WJS Behaviour Policy

Rewards and Consequences

Positive Behaviours – This is not an exhaustive list and should be considered in relation to the pupil's age, SEND, relevant pastoral issues.

Positive Behaviour (Level 1)	Rewards
<ul style="list-style-type: none"> ➤ Good work ➤ Good effort ➤ Kind or helpful behaviour 	<ul style="list-style-type: none"> ➤ Verbal recognition ➤ Written praise in marking ➤ House Points ➤ Notes in prep diary / conversations with parents ➤ Visit to another teacher (Head of Year) for praise
Positive Behaviour (Level 2)	Rewards
<ul style="list-style-type: none"> ➤ Excellent piece of work for the individual ➤ Excellent educational achievement (e.g. participation in music or sport event) ➤ Sustained improvement in effort/work ➤ Excellent exhibition of empathy/kindness to other/self-less act 	<ul style="list-style-type: none"> ➤ Commendation ➤ Cumulation of commendations to equal merit badges ➤ Recognition in school newsletter ➤ Recognition in assembly ➤ Visit to Deputy Head ➤ CCC award ➤ Sports 'Bear' award
Positive Behaviour (Level 3)	Rewards
<ul style="list-style-type: none"> ➤ Exceptional piece of work for the individual ➤ Long term, exceptional effort or achievement in a subject ➤ Exceptional and/or ongoing exhibition of empathy/kindness to other/self-less acts 	<ul style="list-style-type: none"> ➤ Headmaster's Commendation (including a visit to the Head) ➤ Diploma Credit (where achievement qualifies) ➤ Termly Sport award ➤ School Colours ➤ End of year prize

Negative Behaviours – This is not an exhaustive list and should be considered in relation to the pupil's age, SEND, current pastoral issues.

Negative Behaviour (Level 1)	Consequence
<ul style="list-style-type: none"> ➤ Lack of correct equipment ➤ Being inside without permission at break/lunch ➤ Loitering in cloakrooms/toilets during lesson/ on the way to lessons ➤ Shouting out/interrupting in lessons ➤ Disturbing lessons when in corridors ➤ Silly/inappropriate behaviour 	<ul style="list-style-type: none"> ➤ Verbal warning and reminder of the correct/acceptable behaviour ➤ Pupil moved, within the classroom ➤ Confiscation of any item causing disruption until the end of the lesson ➤ Confiscation of item in school until the end of the day

<ul style="list-style-type: none"> ➤ Forgetting homework ➤ Low level unkind comment/action ➤ Over-exuberant / thoughtless playground behaviour ➤ Poor attitude to work / lack of reasonable effort in lesson ➤ Bringing an inappropriate item to school 	<ul style="list-style-type: none"> ➤ Short period of 'time-out' during playtime ➤ Issued 'Note home' letter for forgotten homework/lack of correct equipment / regular disorganisation ➤ LOFT reflection sanction
Negative Behaviour (Level 2)	Consequence
<ul style="list-style-type: none"> ➤ Repeated level 1 behaviours (e.g. behaviours continue despite pupil receiving level 1 consequences on previous occasions) ➤ Deliberately excluding others ➤ Taking/borrowing other people's belongings without permission ➤ Rudeness to members of staff (excluding swearing) ➤ Hurting others 	<ul style="list-style-type: none"> ➤ Yellow card awarded ➤ Conversation with parents ➤ Partial loss of break time ➤ Temporary removal to work in another classroom ➤ Requirement to complete/redo work during break time (some playtime must be given) and pupil must be supervised ➤ Write a letter of apology
Negative Behaviour (Level 3)	Consequence
<ul style="list-style-type: none"> ➤ Repeated level 2 behaviours ➤ Damaging school property ➤ Damaging or stealing someone else's property ➤ Swearing ➤ Physically hurting another (hitting, kicking, biting) ➤ Bullying ➤ Online bullying ➤ Unacceptable behaviour when representing school on a sporting fixture, educational visit, residential visit 	<ul style="list-style-type: none"> ➤ Involvement of the Deputy Head ➤ Deputy Head after school detention (triggered after 3 Yellow Cards in 5 school days) ➤ At the discretion of the DH/Head, multiple Yellow Cards over a half term, even if not within 5 school days, may result in a DH detention. ➤ Parents invited in for a meeting with FT and HoY ➤ Pupil Behaviour Report card issued ➤ Withdrawal from next school fixture / trip ➤ Temporary removal of pupil position of responsibility
Negative Behaviour (Level 4)	Consequence
<ul style="list-style-type: none"> ➤ Repeated level 4 negative behaviours ➤ Extreme examples of level 3 behaviour ➤ Very serious challenge to authority ➤ Verbal/physical abuse of any member of staff ➤ Malicious allegation made against a member of staff 	<ul style="list-style-type: none"> ➤ Involvement of the Headmaster ➤ Parents invited in to meet Head and Deputy ➤ Headmaster's report card issued ➤ Collection from residential trip ➤ Fixed term suspension from school ➤ Exclusion from school in line with WISF policy

Junior School Prep Diary Code of Conduct

Aiming Higher - Code of Conduct

I will:

- Show **Responsibility** by wearing my school uniform correctly, looking after my belongings, other people's belongings, school equipment and the school environment. I will be a good ambassador for my class, year group and school.
- Show **Independence** by making sure that I move around school quietly and sensibly and ensuring that I know the times of my music lessons, fixtures and clubs, so I arrive on time.
- Show **Empathy** to others by considering their feelings and being polite, respectful and helpful at all times.
- Show good **Communication** by waiting and listening quietly when a teacher or other pupil is speaking, putting my hand up when I want to speak and working well with others.
- Show **Focus** in lessons and always try to complete work to the best of my ability.
- Show **Creativity** by challenging myself to solve simple problems that I might encounter.
- Show **Resilience** when faced with a challenge and be determined and persevere. I will be positive and know that making mistakes is essential for learning.
- Show **Reflectiveness** by considering how my actions may impact pupils and the school environment, and I will be aware of the health and safety of myself and others.

Rewards

I will work hard to earn House Points for my House and Commendations for myself.

Commendations can be earned for:

- Excellent or much improved effort.
- Excellent or much improved work.
- An excellent achievement.

Headmaster's Commendations can be earned for:

- Exceptional effort
- Exceptional work
- An exceptional achievement

Care, Courtesy and Consideration Certificates can be earned for:

- Showing empathy and / or consideration to others
- Showing empathy and / or responsibility for the school environment

Learning Strengths Awards can be earned for:

- Consistent excellence or notable progress in a Learning Strength

I have read and understood this Code of Conduct and agree to abide by it

Signed: _____

Date: _____

Aiming Higher - Behaviour

We expect all boys to show *Empathy* towards others, show *Reflectiveness* when thinking about their actions and take *Responsibility* for their behaviour.

All boys must

- Treat each other with kindness and respect
- Be polite and thoughtful to each other and adults
- Praise and congratulate their classmates for their efforts and achievements
- Make their classroom a place of enjoyment and good learning
- Make the playground a safe environment for everyone
- Look after their own, other people's and school property

Unkind Behaviour

If you feel that you are experiencing unkind behaviour, follow these steps:

1. Ask the person to stop – make sure you are clear what you want them to stop doing.
"I don't like it when you..... Please stop doing it,"
2. If they continue to be unkind, let a trusted adult know – this could be the teacher on duty, your Form Tutor and your parents.
3. If the behaviour still doesn't stop, ask your parents to speak to your Form Tutor about it.

Bullying

Bullying is repeated, targeted and unkind behaviour that makes people feel upset, uncomfortable or unsafe.

Bullying can be repeated unkind behaviours such as:

- Being unfriendly; excluding people from games or activities, teasing and name calling
- Deliberately hurting; pushing, kicking, hitting or any use of violence
- Making unkind comments about someone's race (racism), beliefs, gender or who they like
- Online (cyberbullying); sending unkind messages or images to, or about someone, during online games, by email, social media or via mobile phone chats
- Deliberately taking, hiding or damaging another person's belongings

Bullying is not only hurtful, but it stops pupils from learning. Warwick Junior School will not tolerate bullying of any kind.

Be an Upstander

It is everyone's responsibility to ensure that bullying doesn't happen. If you witness unkind behaviour or expect that it is happening, you have a responsibility to report it.

Speak to a trusted adult about what you know. Be clear about:

- What has happened
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already.

I have read, understood and agree to abide by these behaviour expectations

Signed: _____

Date: _____

Junior School Prep Diary Computing Code of Conduct

Warwick Junior School Computing Code of Conduct

I will

Look after the equipment

- I will take great care with all Computer equipment and will not touch or adjust anything unless told to by a teacher. This includes the monitor, the base unit, headset, cables and other equipment including cameras and tripods.

Look after myself and my data

- I will only use a computer and the internet with adult permission and with an adult present.
- I will memorise my password and keep it secret.
- I will not attempt to log on as someone else and will never delete, change or read other people's emails, files or passwords.
- When I am on-line I will never give anyone personal information about myself.
- I will always be polite and use good spelling and grammar in emails and on-line.
- I will report anything upsetting, unpleasant or inappropriate to the teacher. I understand my report will help protect myself and other pupils.

Do my best in lessons

- At the start of the lesson I will sit quietly in my allocated seat and log on.
- I will listen very carefully and will work to the best of my ability without disturbing others.
- I will work on the task set by the teacher, using only the websites, web pages and software specified by the teacher.
- I will not use AI tools for my work in class or homework, unless instructed to use a tool or app specified by the teacher. I know that AI makes mistakes and users must be 18 or over for ChatGPT, Gemini, CoPilot and other common AIs.
- I will save my work frequently in the correct folder: using the Save icon or Ctrl+S.
- At the end of the lesson I will log off, put the headset on the screen and leave my area tidy and ready for the next class.

Signed _____

Date _____

Junior School Detention – Pupil Reflection Form



Pupil Reflection

Name		Form		Date	
Yellow Cards	<u>These are the reasons that I was given yellow cards.</u>				
The Junior School Code of Conduct and Behaviour Code state;					
Can I explain my actions?					
Can I explain how my actions affected others?					
Can I explain how my actions affected me?					
What can I do in the future?					

Signed _____

Signed _____

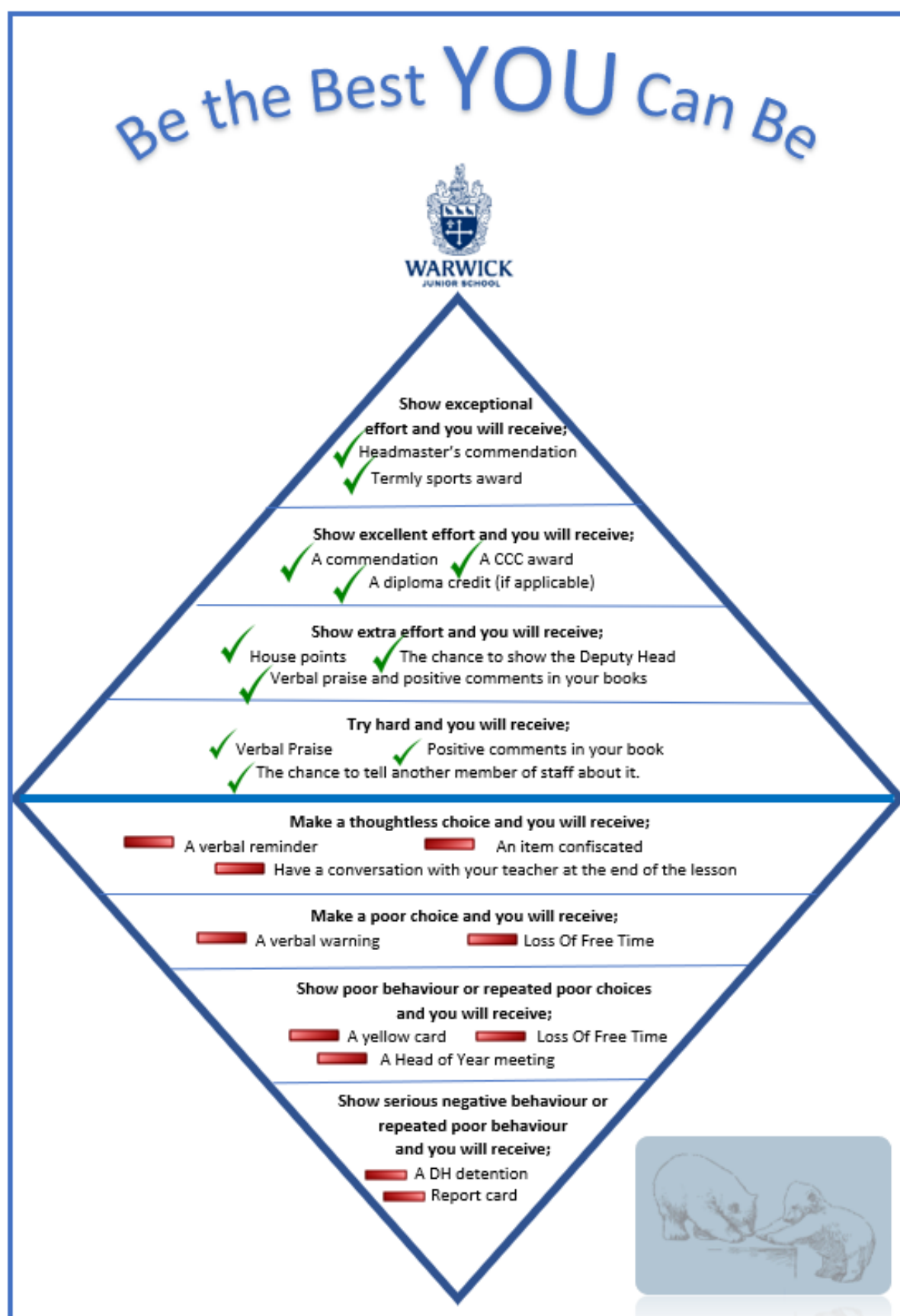
Junior School Detention – Pupil Meeting Form



Pupil Meeting Notes

Name		Form		Date	
Reason for Meeting					
Pupil Voice					
School Voice					
Parent Voice					
Next Steps					

Junior School – Classroom Rewards and Sanctions chart



Junior School – Example Behaviour Chart

Warwick Junior School - Pupil Target Chart



Name/Form _____

Pupil Targets

- _____
- _____
- _____

Signed (Pupil) _____ Date _____

Signed (Teacher) _____ Date _____

Period	Times	Monday	Tuesday	Wednesday	Thursday	Friday
Reg	8.20 - 8.45 am					
1	8.45 - 9.15	Assembly		Chapel		
2	9.15 - 9.45					
3	9.45 - 10.15					
4	10.15 - 10.45					
5	10.45 - 11.15					
6	11.15 - 11.45					
7	11.45 - 12.15					
Lunch	12.15 - 1.20					
Reg	1.25 pm					
8	1.35 - 2.05					
9	2.05 - 2.35					
10	2.35 - 3.05					
11	3.05 - 3.35					Assembly
Form	3.35 - 3.40					

Warwick Junior School - Pupil Target Chart



Weekly Review

Pupil – Do you think you have achieved your targets this week?

Pupil – What will you try to do next week?

Teacher – Do you think _____ has achieved his targets this week?

Teacher – What could _____ do next week?
