PINEWOOD

Est. 1875

BEHAVIOUR - REWARDS AND SANCTIONS

A Whole-school policy including EYFS

At Pinewood we are seeking to promote care and concern for each other in the community, demonstrating mutual tolerance and *respect* for others. In part this occurs through encouraging good manners, helpfulness and kindness to others. This is achieved through a fair but firm restorative approach that teaches accountability and empathy. Our system links actions directly to the consequences, ensuring pupils understand the impact of their choices on themselves, others, and the environment.
In Key stage 1 and the Early Years Foundation Stage (EYFS) positive incentives are seen as building blocks in preparation for the Prep School.

We operate on the Pinewood RESPECT Charter (Appendix 1), which serves as the common language for all behaviour discussions, applicable both during the school day and with Boarders after the academic day has ended.

This charter replaces the former Bullying Charter, integrating its sentiments into three actionable categories:

- **Respect for Self:** Personal best effort, honesty, courage, resilience, and managing emotions.
- **Respect for Others:** Kindness, listening, celebrating differences, good manners, and teamwork.
- **Respect for the Environment:** Caring for school property and grounds, community service, and responsibility.

The health, safety, and well-being of the community are paramount. A child who disregards these principles can expect appropriate consequences related to their age and understanding, with particular consideration given to **learning profiles and SEN requirements**

It must be emphasised that individual teachers are the first line in the rewards and sanctions system. Behaviour expected in the classroom is in line with the School values of **Curiosity**, **Perseverance** and **Respect** and includes but is not exclusive to:

1) When the teacher is talking pupils should stop, look and listen
2) Hands up if you want to speak or say something and wait for the teacher to reply
3) Only one person to talk at once (listen to others first)
4) Look after the surroundings you are in.
5) Speak quietly and clearly at discussion times

In the Pre-Prep and Early Years, the children are exposed and encouraged to follow the Golden Rules (Appendix 1) which are displayed in each classroom and around the building, as well as being discussed regularly with the children in a variety of ways, such as circle times and assemblies.

POSITIVES AND REWARDS

The rewards system is designed to be **high-frequency, immediate and highly visible**.
Individuals can receive recognition in reward of good behaviour and performance by:
Pre-Prep:

- Praise
- Stickers
- Class incentives such as 'marbles' and 'gold coins' (Pre-Prep and EYFS)
- Head of Pre-Prep teachers award (Pre-Prep and EYFS)

In EYFS and Pre-Prep particularly good work and effort is recognised by the teacher and children go to see the Head of Pre- Prep for a very special sticker and handshake. Merit Award and Celebration Award winners are printed in the weekly Pinewood Pigeon, as a way of celebrating children's efforts and achievements with parents and children.

Prep:

- Praise
- Points Up - A token in the colour of the pupil's House is awarded by the teacher, to be placed in the respective **House Tube**
- Celebration assemblies and achievement badges
- **Show HMs** - These are awarded for particularly high standards of academic work.
- **See HMs -** These are awarded for consistently displaying the core values of Curiosity, Perseverance, and Respect, rewarding the 'all-round' pupil.
- **The Headmaster's VALUES Award:** Formal termly recognition (certificate or book voucher) for pupils who consistently embody school values.

Classes/Groups can receive recognition in reward of good behaviour and performance by:
Pre-Prep:

- Praise
- Class Golden Time
- Celebration and Merit Assemblies

Prep:

- Praise
- House meetings
- Celebration assemblies and achievement badges

POINTS UP (Prep School)

Points Up are the main form of rewards currency in the Prep School. These can be awarded for both positive behaviour (e.g. helping, assisting others, kindness, doing jobs voluntarily, demonstrating good manners) and work (e.g. excellent effort, improved work, high standard, high standard), and the number awarded is down to the discretion of the teacher involved.

When receiving a Point Up(s), the children will be given a **Points Up Token** in the colour of their House. This is immediate and tangible. Once individuals receive their coloured token, this to be placed in their respective **House Tube**, located in the Main Building of the school. This provides a very visible and fun way to keep tabs on the competitive element of the system.

House Point Up tallies will be shared regularly in assembly. If House numbers vary, tallies will be averaged out to ensure fairness.

At the end of each term, the House with the highest number of Points Up Tokens will be announced and awarded the Point Up Cup, as well as any individual awards for any member of the Pinewood community who has embodied the Respect charter, as nominated by staff, by each Head of School.

Points Up will not be recorded in children's Prep Diaries or on iSAMS, as these tokens will be rewarded regularly for a wide range of things.

Show HMs (Prep School)

The teacher of any academic subject has the right to highlight particularly good work to the Headmaster by giving the pupil a Show HM. These awards are more difficult to achieve and highlight exceptional work/effort. The awarding teacher notes the progress via iSAMS and after three Show HMs, a small prize is given to the pupil, along with a Gold Star, by the Headmaster which can be added to the respective House Tube as visual recognition of the achievement. The star is worth 10 Points Up.

See HMs (Prep School)

Much like a Show HM, a See HM is awarded to an individual who displays consistent application of the school's three core values of curiosity, perseverance and respect, therefore rewarding character as well as academics. These can be awarded by any member of staff but the recognition must be to highlight exceptional and consistent levels of positive behaviour. The awarding teacher notes the progress via iSAMS and after three See HMs, a small prize is given to the pupil, along with a Silver Star, by the Headmaster which can also be added to the respective House Tube as visual recognition of the achievement. The star is worth 10 Points Up.

Both Show HMs and See HMs are recorded on iSams and will appear on individuals' School Reports, for parental awareness.

Innovative Rewards

Alternative recognition for positive performance and behaviour can also be recognised by:

Termly House Reward: The winning House earns a collective reward, such as a non-uniform day.

Non-Material Rewards: Privileges such as choosing classroom music, extra activity time, or being "Head of the Queue" for lunch.

SANCTIONS AND REFLECTIVE FOLLOW UP (Prep School)

Sanctions are driven by the need to reflect upon their actions and repair any harm that may have been caused, rather than purely sanctioning the misdeed. This approach teaches accountability and empathy.

A system that links a Point Down (sanction) to a 15-minute time penalty at break serves a dual purpose in a respect-driven environment: accountability and reflection. When a poor error of judgment or misbehaviour occurs, the time penalty ensures the pupil faces an immediate, tangible consequence that is a valuable and visible commodity — Break time. This is known as a Loss of Free Time (LOFT), which will be overseen by a member of Senior Management. Making the penalty an accumulated 15-minute block provides a deterrent against repeated minor errors, teaching students that small, repeated misjudgments have a cumulative impact.

1 PD = 15 minutes LOFT.
2 PDs = 30 minutes LOFT.
3 PDs = 45 minutes (a full break).

Crucially, this scheduled break time can be used for a restorative conversation and a reflection task (Appendix 2), transforming the sanction into a productive period for the pupil to internalise their error, discuss its impact, and plan how to make better choices, thereby respecting themselves and the school community in the future.

A pupil's learning profile and any SEN consideration must be taken into account when administering a Sanction.

Examples of unacceptable behaviour include, but are not exclusive to:

1) **Verbal** name calling, taunts, teasing, discriminatory language

2) Emotional Excluding from games, tormenting (e.g. hiding property and books) intimidation, gestures, exclusion

3) **Physical** Pushing, hitting, tripping, kicking, holding, or pulling.

There must also be no inappropriate physical contact between pupils. This includes kissing, holding hands, over-familiar hugging and the invasion of private space (bed areas) in the Boarding environment.

4) **Blatant disregard** for behaviour guidelines

5) **Cyberbullying** (see separate policy)

Allegations of child on child abuse will be dealt with in the same way as any other allegations of abuse and victims will be supported through the process. Please refer to the Safeguarding Policy for further details.

Points Down

Points Down are given at the teachers discretion, but relies upon staff consistency in upholding these standards.

Points Down can be given on a sliding scale, depending on the severity of the misdeed. The following are examples of Point Down worthy indiscretions, but are certainly not prescriptive or exhaustive:

1 PD = Leave belongings/Chromebooks lying around, untidy changing area or locker, bad table manners, no equipment for a lesson, silliness in class, late for class, incorrect shoes, untidiness, taking food from the dining room, failure to produce a prep, Chromebook misuse.
2 PD = anti-social behaviour (such as spitting, uncouth shouting, teasing), rudeness, repeated acts above
3 PD = Vandalism, fighting, wilful disobedience, verbal, physical and cyber bullying and serious swearing

If a child gets 3 Points Down in a week, they will miss the accumulated equivalent of a whole Break to serve a LOFT. In addition, they will serve an after school detention, which will be supervised by the relevant Head of School.

6 points down over any four-week period will result in the child being put on a 'Review Card' where behaviour is monitored from session to session.

Points Down are recorded in the appropriate section of ISAMS, where the LOFT category (Day or Boarding) will be selected. Staff are required to put as much detail as possible about the offence in the comments box.

Bear in mind the learning needs and requirements of each individual, especially those who have additional and specific needs (see Equal Opportunities Policy) when following up on a behavioural issue.

The weekly quota for Points down operates from Monday morning to the end of the week.

The Head of School will note when the number of Points Down issued warrants a detention, which will be logged onto the pupil's records, which are kept on ISAMS. Parents will be kept informed by the relevant Head of School.

Records of poor or inappropriate behaviour are logged on CPOMS as a means of evaluating the effectiveness of the approach adopted or to enable patterns to be identified. The Heads of School will regularly receive updates and any incidents of a bullying nature will be immediately flagged on CPOMS.

In Pre-Prep and EYFS class teachers will discuss inappropriate behaviour with a child to ascertain whether they understand that their actions are unkind, dangerous etc and whether they understand the consequences of what they have said or done. Class teachers may choose for a child to lose a 'marble'/'gold coin' for example but with the hope that the child earns back the reward by the end of the day. If the inappropriate behaviour becomes a regular occurrence then support will be given from the Head or Deputy of Pre-Prep in order that the child understands that their actions are not acceptable. Support will also be given through Life Skills lessons and supportive monitoring, such as sticker charts. If a child has a behaviour issue which parents are to be notified of, then this will be logged on CPOMS (incl. Bullying).

A range of communication methods exist throughout the school, e.g. home book (EYFS, Pre-Prep, Lower School) to facilitate and promote best practice for behaviour and discipline to allow parents and the school to work together in partnership.

For Boarding sanctions and rewards please see the policy 'Boarding Principles and Practice'

ESCALATED SANCTIONS

For incidents where three Points Down are merited in one act, so likely through the serious breach of school rules such as vandalism, theft or targeted unkindness (bullying), an after school detention will be sanctioned, where the pupil will spend time from 1730 - 1815 with the Deputy Headmaster, completing a LOFT exercise, usually involving a form of apology reflecting on the breached Respect principle. With such sanctions, parents are always notified of the child's misdeed and the follow up actions.

For major incidents the Headmaster or Deputy Headmaster would normally speak to the child and inform parents, either verbally or by letter, of the problem and action taken. Depending on the severity of the incident this may take the form of a formal warning, with a comment that any further actions of a serious nature would result in more severe sanctions. Such sanctions could include the possibility of suspension or, in cases of the most serious nature, permanent exclusion from the School. The School would always aim to avoid permanent exclusion wherever possible but retains the right to ask a child to leave should their behaviour be deemed serious enough for such a sanction to be imposed.
Repeated offences, or first-time offences deemed to be suitably serious in nature, will result in the child and parents meeting together with the Headmaster. In such cases internal and external suspensions will be considered, along with permanent exclusion, depending on the nature of the misbehaviour.

At all times in any disciplinary process, our priority is to achieve the desired outcome with a pupil. In general terms, the desired outcome is that a pupil will learn from the process so that the misbehaviour will not be repeated. The child(ren) will continue to receive our fullest support through this process. Cases involving children with SEN will be handled with sensitivity, taking into account their learning profiles and any difficulties that may result from this.

Arrangements for searching of pupils and their possessions

A member of staff is able to search a child's outer clothing, pockets, possessions, bags or lockers for any item provided the pupil agrees. Pinewood reserves the right to make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for any prohibited items and any items identified in the school rules for which a search can be made, including items that are suspected to have been stolen.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Should a child be suspected of bringing an item(s) to school that threatens the health and safety of others within the school community, then the school reserves the right to search that pupil and carry out a locker search or, in the case of Boarders, the bed space of a Boarding pupil and also request that any lockable containers are opened. A pupil search **must** be conducted in private by a 'same sex' adult, witnessed by another 'same sex' adult and also by a friend of the child.

For further clarification and guidance around the arrangements for searching of pupils and their possessions, refer to latest government advice: *Section 550ZA of the Education Act: Power of members of staff to search*

pupils for prohibited items: England & DfE Searching, Screening and Confiscation: Advice for schools, July 2022)

This Policy also references the Equality Act 2010, the Education Act 2011, the Education and Inspections Act 2006, Screening, searching and confiscation – Advice for head teachers, staff and governing bodies 2018.

Reviewed and Updated September 2026
Reviewed by Peter Archdale, Deputy Head
Next Review Date: September 2027

Appendix 1

PINEWOOD

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RESPECT CHARTER

RESPECT FOR SELF

- Effort & Honesty
- Courage & Resilience
- Manage Emotions

RESPECT FOR OTHERS

- Kindness & Listening
- Celebrate Differences
- Good Manners & Teamwork

RESPECT FOR THE ENVIRONMENT

- Care for Property
- Community Service
- Responsibility

Curiosity, Perseverance, **RESPECT.**

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THE PINEWOOD RESPECT CHARTER

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- Community Service
- Responsibility

Pinewood's Core Values:

Curiosity, Perseverance, Respect.

LOFT Reflection Sheet Name…… Date…….. **Appendix 2**

Why am I here? What happened?

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What was wrong about what I did? Has anyone been affected by my behaviour?

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What needs to happen to make things right?

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How will I change my behaviour/attitude going forwards?

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Is there anyone I now need to apologise to either verbally or in writing?

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What have I learnt from what I did?

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Pupil ..……...

Teacher: ……...

PINEWOOD

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PUPIL CODE OF CONDUCT AND SCHOOL RULES

A Prep School Policy

Pinewood Pupil Council (Reception-Year 8) - encourages children to make decisions on school rules and routine and was instrumental in setting up the Code of Conduct and School Rules.

This code of behaviour has been based around Pinewood's core values of **Curiosity**, **Perseverance** and **Respect**, with input provided from Pinewood Pupil Council (Reception-Year 8) . Our two guiding principles are:

- Treat and respect others as you would wish them to treat and respect you

- Any lapse of common sense, decency or good manners will be counter to the expectations we have of Pupils here at Pinewood, both Day and Boarding.

Children at Pinewood are:	How we make that happen:
Independent	Be responsible for our organisation ● hand in Preps on time ● take pride in your respective areas of school, keeping your locker and changing-room kit area tidy ● take responsibility for your match day commitments ● know when your music practices, lessons and ensembles are ● bring the correct equipment to lessons ● arrive at lessons on time Be responsible and proud of our appearance ● hair styles must be of natural colour and not an elaborate or extreme style. If longer than shoulder length, hair must be tied back. ● clean and tidy uniform/games kit should be worn at all times ● only jewellery of religious significance and stud earrings are permitted. ● Strictly no make-up or perfume/cologne. Deodorants are to be roll-on only.
Kind, considerate, respectful and tolerant.	Keep to the agreement made in the Pinewood Friendship Promise (Lower School) or The Anti-Bullying Charter (Middle and Upper School) Keep to the agreement made in the Pinewood Respect Charter and in doing so: Be respectful of our learning environment and school resources ● Only use things with permission ● Put away anything that we have used

	Be respectful of all adults Be respectful of other children's belongings, culture and beliefs Be considerate of others learning around us Listen to adults and to our peers Be conscious of interactions with others, to include not being over familiar through physical contact (holding hands, hugging etc.)
Courteous and well-mannered	Remember to use 'please and thank you' Be considerate when walking around school ● hold the door open for others ● stand when the Headmaster brings a visitor into the classroom ● allow others to come through doorways first ● offer to help people who are carrying heavy things ● greet adults and keep eye contact In the dining room: ● Talk in a low-level voice to people around us ● Keep elbows off the table ● Finish mouthfuls before speaking or moving around the dining room ● Use a knife and fork where appropriate ● Clear up after you have finished your meal ● Appreciate the efforts of the domestic staff
Happy, secure and safe	Be calm and sensible and be sure to <u>walk</u> around school Stay away from the 'out of bounds' areas (see Appendix A) Play kindly, safely and sensibly. Use furniture properly – keep all four legs of our chairs on the floor Hand in all medicines to surgery, including cough sweets Remember that some things are not allowed in school (See Appendix B) Tidy up after ourselves Listen to all instructions and follow them
Curious	Take responsibility for our own learning ● Take on board our teachers' feedback ● Try our hardest to improve Take advantage of opportunities Show enthusiasm in the classroom and beyond
Environmentally aware	● Reduce, re-use, re-cycle! ● Try to eat all the food you take to avoid waste ● Use the bins provided and always pick up litter ● Respect and enjoy Pinewood's natural environment ● Do not eat inside the buildings outside of the Dining Hall.

<u>Appendix A – Out of Bounds areas</u>

- The swimming pool, until you are told that you can go in
- The drive from the staff car park to the Lodge and the paddock to the left
- The staff car park

- The pond
- Any fence bordering the playing fields
- The grass bank by the Lady Chapel
- The bank between the Pre-Prep gardens and the drive
- The lane which runs down beside the school outside the back gate
- No one is to climb/walk on the terrace or the walls in front of the school
- Pre-Prep
- The woods above the swimming pool
- Roofs and fire-escapes
- Greenhouses, the shrubbery and the Estates Sheds

Appendix B – Items prohibited at school

- Anything that poses a danger to others
- Sweets (apart from weekly boarders' tuck and for birthdays)
- Mobile phones
- Electrical games
- Any device that links to the internet.
- Jewellery, other than one piece with religious significance and single plain studs in each ear.
- Perfume/Cologne and aerosol deodorant
- Money

Reviewed: September 2026
Reviewed by Peter Archdale, Deputy Head, and Heads of Section
Next Review Date: September 2027

PINEWOOD

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Pre-Prep Values and Behaviour Policy

At Pinewood it is our aim to develop the whole child: it is not just about achieving your academic potential, it is also about developing self awareness, emotional intelligence and strength of character. There are many virtues we wish to instil in the children as they grow and develop their own personality and character, but there is one school value we wish to celebrate and foster above all others in the Pre-Prep: **Kindness**.

With three main elements - kindness to yourself, kindness to others and kindness to your surroundings - we feel that this single core value will bring out the best in the children and create a safe, harmonious and joyful culture within the Pre-Prep. This overarching value is something that is discussed regularly with the children, understanding what it means to be kind and celebrating it. We have introduced our Kindness Cafe, to celebrate children who are always making kind choices, and each classroom has a Kindness Tree, with specific acts of kindness celebrated by being written on a leaf and added to the tree.

Alongside our core value of Kindness, we have developed a behaviour policy to ensure clarity and consistency of expectations, as research and firsthand evidence shows this to be paramount to achieve the best learning environment within a school setting. The children are aware of this and know we will always be aiming to celebrate the positive first and foremost, but that we also have clear and fair expectations of them as well.

Reviewed: September 2026
Reviewed by Peter Archdale, Deputy Head, and Jason Lang, Head of Pre-Prep
Next Review Date: September 2027

Pre-Prep Values and Behaviour
Rewards and Expectations

At Pinewood, our core value is...

KINDNESS

- Kindness to others
- Kindness to your surroundings
- Kindness to yourself

***Celebrating the positive** and having **consistent expectations** at all times*

Recognition & Rewards

- Positive praise & stickers - publicly
- Marbles (Y2) / Pom Poms (Y1)
- Kindness Tree
- Kindness Cafe
- Head of Pre-Prep/Deputy's Award
- Merit Assembly
- Celebration Assembly
- Verbal feedback to parents

Visible Consistencies From All Adults

- Daily meet and greet to start the day
- Persistently catching children doing the right thing
- Always listen - all children's voices matter
- Pick up on those who fall below expectations - in all situations and from any class
- Have restorative conversations
- Always relate conversations back to our core value: kindness

Expectations and Stepped Consequences*

1. **Redirect** - 'Nudge' towards expected behaviour (e.g. a look, modelling, praise of others etc)
2. **Verbal Reminder** - Relate back to 'Kindness' and the expectations
3. **Warning** - Clear verbal warning of the expectations not being met and the consequences (ideally privately)
4. **Time Away** - Moved to work in another space within the classroom or a different classroom as necessary
5. **Missed Break / Head(Deputy) of PP** - Repeatedly falling below expectations will result in missed break time and a conversation with the Head/Deputy
   - ***At this point, either the Class Teacher or Head/Deputy will speak to parents***
6. **Follow Up** - Always needed after steps 4 or 5. Restorative Conversation, either with Class Teacher or Head/Deputy. Can be brief or more formal, but will always happen to reaffirm the expectations moving forward and look ahead positively

* Serious behaviour may supersede the Stepped Consequences above: e.g. intentional harm to others, serious challenge to safety, authority or learning, deliberate damage to property

The Stepped Consequences may be adapted for age, specific needs or individual circumstances

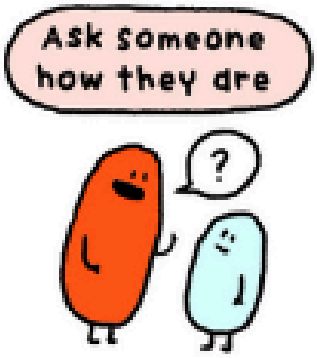
Restorative Conversations

What happened? What were you thinking and feeling at the time?
How are you feeling about it now? Who has been affected? How do you think they feel?
What needs to happen to put things right?
How can we do things differently next time? How can we help you?

At Pinewood, our core value is...

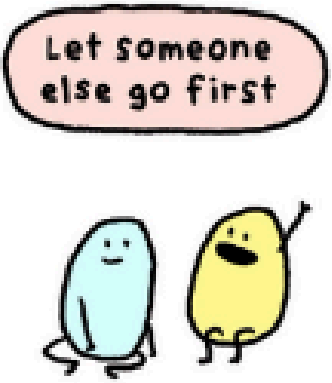
KINDNESS

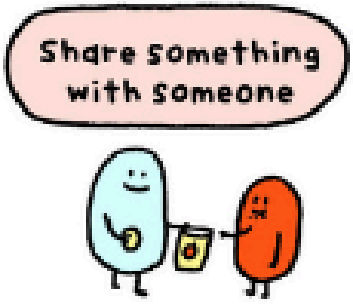
You can show kindness by....



This means...

- **Kindness to others**
- **Kindness to your surroundings**
- **Kindness to yourself**





Images by Elise Gravel

...and many more ways too!

We will celebrate your kindness by...

- Telling your parents
- Praise & Stickers
- Kindness Tree
- Kindness Cafe
- Merit Assembly
- Head of Pre-Prep/Deputy Awards
- Pom Poms (Y1)
- Marbles (Y2)
- Celebration Assembly