

A4: BEHAVIOUR, REWARDS AND SANCTIONS (also applies to International Study Centre and EYFS)

A4. Policy to Promote Good Behaviour, Rewards and Sanctions for Misbehaviour

Review February 2026

Document Quality Control

Version:	Author:	Date:	Reviewed by:	Date:
February 2025	Moira Simpson	03.02.2025	Richard Baum	04.10.2025

Document Version:	Reason for Review:	Reviewer:	Date:	Checked and approved by:	Date approved:
29.01.2024	Behaviour Agreement added to page 4,5&6, knives and razors added to prohibited items list, vaping and vaping pods added pages 6 and 8, Executive Director signature added	M Simpson	29.01.2024	Mr M Hartland	30.1.2024
25.11.2024	Richard Baum added, student support updated, KCSIE September 2024, updated sanctions grid, exclusion log and incident forms	M Simpson	22.11.2024	R. Baum	25.11.2024
04.02.2025	Annual Review	M Simpson	03.02.2025	R Baum	04.02.2025

Aims and Ethos

The mission statement of the school, which includes our aims and ethos, is as follows:

“We reach out to provide excellence in individualised education, to nurture, extend and enrich young people to develop into the global citizens and leaders of the future.”

Notes on the Mission Statement

1. **“excellence”** - Academic excellence has long been an aim of the school, and has been demonstrated in recent years as students have gained places at Oxford University and shown great progress during their time here at Chase Grammar School and Chase Grammar School International Study Centre
2. **“individualised”** – We pride ourselves on our ability to offer a high quality of individualised attention to our students, including high quality individualised academic monitoring and interventions, high quality individualised pastoral care, and high quality individualised personal development
3. **“extend”** – students are challenged to aim for their Silver or Gold targets in curriculum subjects and to achieve Bronze, Silver and Gold visas in their Chase Passport
4. **“global citizens”** – students come to Chase Grammar International Study Centre and Chase Grammar School from all round the world. We aim to broaden the minds of all students to promote global understanding and responsibility.
5. **“leaders”** – Our Student Leaders play an important part in the personal development of students and contribute to our overall provision

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“Expect to Achieve”

The positive ethos of the school is encapsulated in our ethos of “Expect to Achieve”, which highlights five key guidelines:

1. Be proactive and participate
2. Extend and enrich yourself
3. Communicate clearly
4. Be considerate and kind
5. Make the right choices

Objectives:

The school’s behaviour policy is based on our ‘Expect to Achieve’ principles as stated above. These promote good behaviour. All incidents of bullying, including online and any prejudiced-based and discriminatory bullying, will be investigated and dealt with swiftly following our anti-bullying policy procedures. The school’s Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way in a happy, safe and secure environment. We take into account SEND needs and make reasonable adjustments, such as, implementing the IEP and liaising with the SENDCo.

Other Relevant Documents

Searching, Screening and Confiscation, DfE, September 2022

Use of Reasonable Force, DfE, July 2015

Behaviour in Schools, DfE, September 2022

Getting the Simple Things Right – behaviour checklists, DfE, 2011

Keeping Children Safe in Education (September 2024)

National minimum standards for Boarding School September 2022

Towards a Model Policy in Schools on the Use of Reasonable Force 2002

Rewards System

Success (both in and out of school) is to be celebrated. House points and commendations (3hpts) are awarded for excellent work. Praise e-postcards are sent via the school office to celebrate excellent work and an outstanding attitude to learning. Principal’s Distinction to recognise outstanding work, effort and contributions to School, they are awarded 5 house points. Annual Prize-giving awards are given for academic excellence, consistent outstanding attitude to learning, progress, sporting achievement, Gold Chase Passport, Gold House points, Gold Duke of Edinburgh, Distinction or above L5 in Music, contribution to school life and contribution to House events. Verbal praise to acknowledge effort, positive choices and independent learning strategies is used wherever and whenever it is appropriate. We have ‘Star of the Week’ in Prep and weekly ‘Subject Stars’ that meet and enjoy a hot chocolate with HoH 3.30pm Fridays. We organise a termly Achievement Assembly where all students’ achievements are celebrated.

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1. House Point (1 HP): This is for minor achievements, good progress / initiative / performance and is limited to one per lesson.

2. e-Praise Card/Commendation (3 HPs): An e-praise card is worth 3 HPs and is awarded for a substantial endeavour. It could be awarded for particularly good learning in homework.

3. Principal's Distinction (5 HPs): Achievements which surpass an e-praise card should be referred to the Principal. These awards are for an exemplary example of excellence of effort, contribution, performance or achievement, going well beyond the norm.

4. Certificates

Certificates are presented to students who achieve the following number of House Points in a term:

- Bronze (50 HPs)
- Silver (100 HPs)
- Gold (150 HPs)

Positive interventions

Green Support Card or Blue Support Card (issued by Tutor)

A student will be put on Green Support Card (Y7-8) which will share personalised targets to steer the student towards our *Expect to Achieve* guidelines to promote their positive behaviour in school. Blue Support Card (Y9-13) is issued and monitored by the Mentor. Students are set subject specific SMART targets which are designed to help them organise their independent learning to improve their 'working at grade'. SoS review if there are ongoing concerns over academic progress or behaviour on a weekly basis.

Catch-up Support Card issued by Mentor)

Mentors issue the card to a student who has missed three consecutive days of teaching and request subject teachers to set the work they have missed with an appropriate deadline for completion. The teacher signs off the target once the work is completed and the Mentor oversee its completion.

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Sanctions

In the classroom we apply the 'Expect to Achieve' principles. We follow the 'Behave to Achieve' guidelines sanctions.

Behaviour to Achieve

We expect high standards of behaviour at all times as shared in the Expect to Achieve guidelines and we will talk to you if you need to change your behaviour, as the following table makes clear:

Stage	Lessons	Out of lesson time
Level 1	Class teacher speaks to student (Behaviour Note recorded if necessary, share with student if recorded -1hpt)	Teacher speaks to student (Behaviour Note recorded if necessary, share with student if recorded -1hpt)
Level 2	Repeated behaviour leads to a Teacher Meeting with the teacher: <ul style="list-style-type: none"> Meeting note recorded on Schoolpod. Make explicit that this is a Teacher Meet Discuss behaviour issue Reiterating the <i>Expect to Achieve</i> guidelines Minimum of 10 minutes - maximum of 20 minutes 	Repeated behaviour leads to a Teacher Meeting with either the teacher, or Mentor: <ul style="list-style-type: none"> Meeting note recorded on Schoolpod. Make explicit that this is a Teacher Meet Discuss behaviour issue Reiterating the <i>Expect to Achieve</i> guidelines Minimum of 10 minutes - maximum of 20 minutes
Level 3	Continued repeated behaviour leads a HoF Meeting – minimum of 15 minutes - maximum of 25 minutes <ul style="list-style-type: none"> Follow above bullet pointed guidance 	Continued repeated behaviour leads a HoH Meeting – minimum of 15 minutes - maximum of 25 minutes <ul style="list-style-type: none"> Follow above bullet pointed guidance
Level 4	HoF/ HoH discuss student with SLT at <i>Student ongoing Support</i> meeting.	
Level 5	Students will be placed on appropriate behaviour intervention: <ul style="list-style-type: none"> Green Support Card (issued and monitored by Mentor) Blue Support Card (issued and monitored by Mentor) Purple Punctuality/Attendance Report Card (issued and monitored by Mentor) Catch-Up Support Card (issued by mentors after 3 days' consecutive absence) Amber Report (issued and monitored by either HoH or HoF) Red Report (issued and monitored by SLT) Student Behaviour Contract (as agreed with Student, Parents/Carers or House parents and Principal/Vice Principal – this issued in conjunction with a Red Report and still remains in place and active even after successful completion of Red Report. 	

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For more serious incidents, students may be immediately escalated to Level 3, 4 or 5, and this may include, in very serious situations immediate exclusion.

Further Details

- Students to listen carefully to instructions. If they do not do so, we may ask them to move to a different seat, perhaps nearer the teacher or to sit on their own.
- We expect all students to complete work to the best of their ability. If they do not do so, we may ask them to repeat the learning task.
- If a student is disrupting the learning of the class, the teacher will reprimand them if this continues they will be asked to visit the 'reset room'.
- If a student repeatedly disrupts others' learning, then the teacher will arrange a Teacher Meeting to discuss their poor behaviour and agree on strategies to ensure future learning is not disrupted.
- The safety of the children is paramount in all situations. If safety is an issue then the teacher stops the activity and prevents the student from taking part in the rest of that session. An incident form would be completed and the member of SLT on duty will decide on next steps/actions.
- If a student threatens, hurts or bullies another child the A8 Anti-Bullying Policy procedures will be followed. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children are safe and secure and can attend school free from fear.
- We accept and recognise that children are capable of abusing their peers. At Chase Grammar School, child on child abuse will not be tolerated or passed off as 'banter' or 'boys will be boys' or 'just having a laugh' or 'just part of growing up'. We further accept that as the school provides boarding and a flexi-boarding service, we need to be especially alert as the risk of inappropriate student relationships and the potential for child on child abuse is increased in residential settings. In relations to child on child abuse, Chase Grammar School will follow the guidance and procedures shared in Part 5 of [Keeping Children Safe in Education](#) (September 2024) Instances of child on child abuse may lead to a fixed term or permanent exclusion.
- If an accumulation of teacher meetings or a serious incident occurs, this will be discussed at SoS where an appropriate intervention will be issued (this could be Green Support Card, Purple Punctuality Report, Catch-Up Card, Amber Report Card or Blue Target Card). For a serious incident this may escalate to a Red Report where a Student Behaviour Contract will be completed in conjunction with student, Parents or House parents and Principal/Vice Principal and this contract still remains in place and active even after successful completion of Red Report.

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- For continued repeated behaviour students meet with the Head of House or Head of Faculty. If a student is put on Amber Report they will attend a school detention on Friday at 12.05pm.
- If an incident occurs when on Amber Report this may result in a Red Report being issued which is monitored by the Vice Principal or SLT members or possibly an internal or external exclusion from school.
- Sanctions must not breach legislation, for example in respect of race, disability, special educational needs and other equalities and human rights. Sanctions must be proportionate and account must be taken of the student's age, any special educational needs or disability they may have and any religious requirements affecting them.

Further Notes

For offensive, dangerous or bullying behaviour, a student may be immediately moved to a higher sanction level at the discretion of the Principal or Vice Principal in their absence. Sometimes, other actions may be imposed such as setting up a meeting with a medical professional in response to smoking.

School Detention, Amber and Red Report Cards, Student Behaviour Contract, Internal Exclusion and Exclusions

Behaviour Note

Behaviour notes log the student's inappropriate behaviour as this enables School to track patterns and provide the appropriate intervention to redirect the student to our *Expect to Achieve* guidelines.

Teacher Meetings

Teachers have the power to issue a teacher meeting during morning break, lunchtime or afternoon break which are a sanction where low and medium behaviour problems can be addressed. Students complete a Behaviour Reflection Sheet during this meeting.

HoH/HoF Meeting

For continued repeated behaviour students meet with the Head of House or Head of Faculty for a teacher meet to discuss strategies to help them follow *Expect to Achieve* guidelines. Students complete a Behaviour Reflection Sheet during this meeting.

School Detention

School Detention takes place on Friday lunchtime at 12.05pm. This is attended if students are placed on Amber or Red Report. Also, this detention is for students who are late to School or lessons as we expect excellent standards of punctuality.

SLT Detention

This can be a one-off sanction to address inappropriate behaviour which will be decided at the discretion of SLT.

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Amber Report

Amber Report is issued and monitored usually by the Head of House to deal with repeated poor behaviour or poor attitude to learning. However, if there is a concern within one Faculty, that Head of Faculty will issue and then monitor the Amber Report. Amber Reports will have personalised targets for the student to meet. Failure to meet these targets may lead to further sanctions. If a student has completed two Amber Reports within an academic year, they will automatically escalate to Red Report should a third cycle be deemed necessary. The student will attend School Detention on Friday at 12.05 when placed on Amber Report.

Red Report and Student Behaviour Contract

Red Report issued and monitored by either the Vice Principal or member of SLT. If the Amber Report is not completed satisfactorily, parents will be contacted again to visit School to complete a Student Behaviour Contract, where personalised targets will be agreed between the School, Parents/House parents/carers and student and then signed by parents/carers/house parents and the student. The Red Report is used to monitor a student's response to these individualised targets. A student can be placed straight onto Red report should their behaviour warrant this level of sanction. If a student is placed on Red Report, they will complete the **Student Behaviour Contract**. This should be taken seriously as this is a final support strategy for a student who is persistently demonstrating poor behaviour conveying a disregard School rules and our *Expect to Achieve* guidelines or it can be used to deal with a one-off serious misdemeanour of unacceptable conduct. Failure to follow the individualised personal targets agreed or further occasions of misconduct will result in sanctions that may include fixed term external exclusions or in some cases permanent exclusion. Once a student has successfully completed their Red Report the Student Behaviour Contract will remain in place to ensure the student adheres to our standards of behaviour and School expectations. The student will attend School Detention on Friday at 12.05 when placed on Red Report.

Internal Exclusion: Disruptive students maybe internally excluded and placed in isolation away from other students. As with other sanctions, Chase Grammar School will act lawfully, reasonably and proportionately in all cases. Work will be provided for the student to complete. Students must have time to eat, drink and use the toilet.

Fixed Term Exclusions: These will only be used for high level behaviour offences or repeated low level offences. They may be used when an offence is sufficiently serious that the benefits of being at school should be withdrawn for a period. It also indicates that a student's place in the School may be at jeopardy should the misbehaviour persist. It is an opportunity for a student to consider with parents/guardians the consequences of what has happened in order to make it a positive learning experience. This may be used when the student's presence in the School hinders or is inappropriate during the investigation of a serious disciplinary matter. Fixed Term Exclusions are decided by the Principal and can be communicated by SLT and HoB to the parents/guardians. School work should be completed at home/homestay during this period but live remote learning will not be provided for an externally excluded student. Homestay provision is checked termly in line with Government NMS regulations and parents will be billed for the transport, accommodation and any other costs occurred during the stay.

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Permanent Exclusion: These will only occur in extreme cases and will involve the Principal and a member of the Advisory Board. A student may be permanently excluded if it is proved on the balance of probabilities that they have committed a very grave breach of school discipline or a serious criminal offence. Such offences involve serious issues of students' safety and welfare and the School's responsibility and the law. They include but are not limited to: misconduct of a sexual nature possession, use, supply or purchase of illegal drugs or substances; persistent or aggravated bullying, theft, knives, razors, blackmail, racism, extremism, intimidation or physical violence; possession, use, supply or purchase of inappropriate material, especially of a pornographic or extremist nature endangerment to life; repeated breaching of the rules regarding alcohol and smoking; serious breaking of bounds; serious misuse of social media, especially that which abuses members of the school community and/or brings the School into disrepute.

In some instances, the decision to exclude permanently would be preceded by a final warning; in others the seriousness of the misdemeanour will merit this response immediately. The Principal will proceed in accordance with the School's Exclusion Policy.

Records are kept of all major sanctions on Schoolpod, Exclusion Log and incident forms where appropriate (i.e. fixed-term exclusions or permanent exclusions).

A student or their parents may request a Review by the Advisory Board of the Principal's decision to permanently exclude or remove a student or where a decision has been made to impose the disciplinary sanction of temporary exclusion on a student for 11 Working Days or more or where such temporary exclusion would prevent a student from taking a public examination.

Serious Disciplinary Incidents

Serious disciplinary offences, even on the first occasion, may lead to exclusion or expulsion. Serious offences include:

- child on child abuse, including online
- Bullying (see A8. Counter-bullying Strategy), including online
- Violence
- Sexual misconduct
- Possession of blades or knives
- Threatening use of a razor
- Misuse or illegal use of alcohol
- Possession or use of illegal drugs
- Vandalism
- Misuse of computer systems (including downloading pornography)
- Theft
- Smoking/vaping
- Malicious allegations made against staff
- Breach of Student IT User agreement

This list is illustrative rather than inclusive. Breaches of the law, dangerous or reckless behaviour, and persistent flouting of school standards, including academic standards, would also warrant major sanctions.

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Boarding Students

With regard to NMS Standard 15 the underlying objective is to create a safe environment where all Boarding students can learn and reach their full potential and to reflect the values and ethos of the School. Our student Boarding Handbook provides further information and guidance for boarding students with regard to 15.1.

Investigation

Awareness by staff of serious offences is likely to arise in a variety of ways. A member of staff upon hearing of an offence or encountering an issue must report it immediately to any member of SLT.

Once a decision is made to launch an inquiry/investigation, a plan must be defined:

- decide the critical issues, and what inquiries could be reasonably made to resolve them
- keep accurate written records of each stage of the investigation, including date, time, who was present, what was said, and where it took place
- add any written statements (by a student or person interviewed) to documentation
- be careful and even-handed in consideration of all available evidence
- consider having another adult present during any discussion or interview
- consider the age and vulnerability of the student/students being interviewed
- consider the record of the student, their circumstances, peer pressure, frequency and severity of the behaviour and likelihood of recurrence
- inform parents of the situation
- written records should be collated and filed securely
- any punishment/sanctions must be proportional to the offence committed (and consistent with the burden of probability)
- the investigation of a serious offence should not be conducted by a member of staff who was witness to the alleged breach.

If parents are not satisfied with the process, then they may follow the complaints procedure as detailed in the school Complaints Policy or in the case of Permanent Exclusion the Exclusion Policy.

Discovery

If a substance or equipment thought to be either illegal or harmful is discovered it should be removed to a place of safe keeping in the presence of a witness. If the substance is known or suspected to be illegal the police must be informed following advice from a member of SLT. Substances confiscated must be clearly labelled and stored in the school safe.

Searching

Storage areas within the school grounds are the property of the school, and the Principal, or a representative nominated by the Principal, may authorise a search of these if there is reasonable suspicion. It is assumed that all members of SLT have such authorisation. This must be carried out in the presence of a witness and the named student if this applies.

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Staff should not usually search a student's property or person but should try to persuade the student to voluntarily produce the substance by asking them to turn out pockets or bags. If it is absolutely necessary to search a student, then a member of SLT must be called. Only staff authorised by the Principal may carry out a search without consent. The searcher must be the same sex as the student being searched and there must be a witness. The search must take place on school grounds.

An authorised search of the student may be carried out if there are reasonable grounds to suspect the student is in possession of the following prohibited items, and reasonable force (see below) may be used in extreme situations to enable a search to be carried out:

- Knives, razors, razor blades, and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/vapes/vaping pods/lighters/matches
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. For further guidance, *Searching, screening and confiscation (July 2022)* should be consulted.

Statement Against the Use of Corporal Punishment

The school rejects any form of physical punishment, including corporal punishment which will not be threatened or used.

Confiscation

Staff can seize any prohibited item from the list above, and any other item which they consider harmful or detrimental to school discipline.

Use of Reasonable Force / Physical Intervention

In exceptional circumstances, all members of staff have a legal power to use reasonable force, to control or restrain. This can range from guiding a student to safety by the arm to more extreme circumstances where a student needs to be restrained to prevent violence or injury. "Reasonable" means using no more force than is needed. Staff should always avoid acting in a way that might cause injury, but in extreme cases it might not always be possible to avoid injuring the student. Staff should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) when evaluating the need to use reasonable force. Staff will complete a *Use of Reasonable Force Record Form* and this will be logged by the Head of Faculty and reviewed by SLT.

See ['Use of Reasonable Force' \(DfE July 2013\)](#) for further information about the use of reasonable force.

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Use of Reasonable Force Preventative Strategies

All teachers and Boarding staff need to be aware of strategies and techniques for dealing with difficult students and steps that they can take to defuse and calm a situation. The strategies listed below as examples will be influenced by the age of the student and the context on which they are applied.

- Move calmly and confidently
- Make simple and clear statements
- Intervene early
- Try to maintain eye contact
- If necessary, summon help before the problem escalates; and
- If possible, remove audience from location.

Action Steps

1. Tell the student who is misbehaving to stop and tell them the possible consequences of failure to do so.
2. If possible, summon another member of staff.
3. Continue to communicate with the student throughout the incident.
4. Make it clear that physical intervention will cease as soon as it is no longer necessary.
5. Appropriate follow action should take place, which may include:
 - Providing medical support;
 - Providing respite for those involved; and
 - Accessing external advice and support.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

Intervention Guidelines:

There are situations where staff should not intervene without help. Assistance should be sought when dealing, for example, with:

- an older student;
- a physically large student
- more than one student;
- when the teacher/member of boarding staff believes that they may be at risk of injury.

In those circumstances where the member of staff has decided that it is not appropriate to restrain the student without help, they should:

- remove other students who might be at risk;
- summon assistance from colleagues;

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- where necessary, contact the police;
- inform the student(s) help will be arriving, and
- continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

Support for Students and Families

The school uses report cards at three different levels to support students: Green Support Card, Amber Report and Red Report. Parents are involved when students are on report. Blue report cards are used to support students with academic issues.

Liaison with other agencies

Where there are more serious concerns, external agencies may be involved as appropriate. These could include Staffordshire First Response team and the police.

Record Keeping

Sanctions are recorded on Schoolpod. Additionally, student on Report Cards are reviewed during the SoS weekly meeting with SLT, HOH and HOF.

Managing transition

An Induction Day for students about to start in Year 7 is held in the summer term. Parents visit and hear about the key aspects of school life, including the curriculum and pastoral care. Transition is an integral part of both Prep and Senior school.

Vindictive allegations against members of staff

A serious allegation against a member of staff which is subsequently proven to be vindictive will be treated as extremely serious misbehaviour and may lead to a fixed term exclusion or permanent exclusion from school.

Attendance and Punctuality

See Attendance Policy.

Support available for Students

Please see Appendix A.

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EYFS & KS1

Early Years Foundation Stage children are made aware of right and wrong choices through our PSHEE Wellbeing curriculum, assemblies and role play scenarios. Children having tantrums will be moved to a safe place, monitored and then talked with afterwards to discuss making good choices.

Teachers and teaching assistants will remind children of class expectations, explanations of why poor behaviour is not safe will be given, but children may be asked to sit out if misdemeanours are repeated. If a behaviour note or teacher meeting is added parents are also informed and spoken to by the class teacher/and Lesley Moncada Assistant Principal Pastoral/SENDSCO.

Ongoing issues may result in a behaviour/reward plan being created for an individual child. As the children move through the EYFS they may be asked to miss out on some child initiated activities for a short period. Children may have sticker charts from school for use at home to help parents who have raised concerns about behaviour at home.

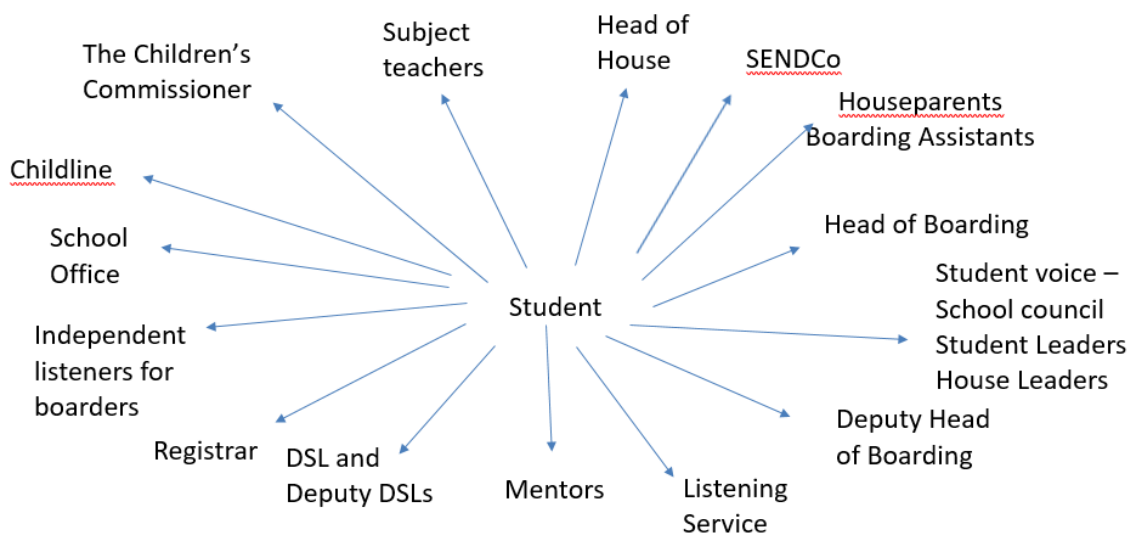
Achievements in EYFS are rewarded with stickers, SuperHero points, certificates, treats from the treasure box, public acknowledgment of good choices, House points, Dojo points occasional sweet treats and lots of positive praise.

The named person for behaviour management in EYFS is Lesley Moncada, Assistant Principal Pastoral/SENDSCO. Throughout EYFS, KS1, KS2 and Main school corporal punishment is not threatened or used. Physical intervention is allowable only to stop immediate danger of personal injury to the child itself or other children or staff. As such, occasions are recorded and parents are informed on the same day or as soon as reasonably practicable. At KS1 teachers will respond in an age appropriate way, using stickers, dojo points and behaviour charts, supporting children with writing their own reports and accounting for their behaviour.

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Appendices

Appendix A – Support available for students at Chase Grammar School



Authorised by Richard Baum, Executive Director - Achieve Education and Advisory Board Member



Signature: _____ Date: 04.01.2025

