



# Notting Hill Preparatory School

## 1.3a Policy for Rewards & Sanctions

**(EYFS & KS1-3)**

Reviewer responsible: Deputy Head Pastoral  
Reviewed by: HF

Date of last review: 05/21  
Date of next review: 09/23

## POLICY FOR REWARDS & SANCTIONS

At Notting Hill Prep we encourage each child to be the best person he/she can be. Our pupils have an innate self-confidence gained over many years of being allowed to grow into themselves.

We place emphasis on developing our children into confident and caring young people. We focus on their ability to cooperate, to think and act collaboratively and to show consideration for the feelings and needs of others.

It is with these key tenets in mind that we aim to promote attitudes and values necessary for children to feel positive about themselves and their learning. This in turn promotes good behaviour based on mutual respect between all members of the school community.

The **Policy for Managing Behaviour** defines the many ways NHP encourages good citizenship, responsible behaviour and empathy.

We believe that good behaviour should be acknowledged and rewarded and that behaviour which is below expectations should result in monitoring and investigating to determine if there is an underlying pastoral issue with the child, at the same time as an appropriate sanction being given.

We believe that behaviour should be managed consistently throughout the school and that sanctions and rewards should also be managed and distributed fairly and consistently. All staff are made aware of the procedure and policy on **Rewards and Sanctions**. Deputy Head Pastoral and Heads of Lower, Middle and Upper Schools ensure consistency.

### Restorative Justice

A pastoral approach underpins much of our behaviour management, particularly where the behaviour is persistent. When reflecting (with a teacher) upon their actions, children may be asked these types of questions: What happened? What were you thinking about at the time? What was the effect on other people (the victim)? What do you need to do or say to fix things? How can we make sure this does not happen again? What can we do to help you?

The aim is to encourage reflection on the behaviour with a view to engineering change in thinking and doing.

### Requesting Attention

All staff and children at NHP are aware of the practice of raising a hand to request attention. The person requesting attention will raise their hand and all staff and children will raise a hand and go silent as a response. Once the member of staff requesting attention has lowered their hand then everyone else may do so too. Should a staff member need to talk to the children during this process, then they should lower their hand when talking and then raise it again afterwards if needed. This method is a calm process that negates the need to raise one's voice. However, if a sound is needed to start off the process (e.g. a clap or chant) then this may be done before raising a hand.

### The Behaviour Tree Map

The Notting Hill Prep Behaviour Tree Map (**Appendices 1, 2 and 3**) gives clear procedure guidelines for rewards and sanctions that are given for different levels of positive and negative behaviour. The Behaviour Tree Map is not the behaviour management system itself, but rather the foundations that individual teacher's strategies rest on, as we accept that teachers have different styles, as well as individual classes responding in different ways. The Behaviour Tree Map has been differentiated for the different sections of school. In the Lower School, the Behaviour Tree Map has also been differentiated for teacher reference and for displaying in the classroom.

## REWARDS

Praise and encouragement have a constant presence in the NHP classroom, and house-points and rewards are given fairly and often.

All Form Teachers are expected to have a visual House Point reward system displayed in the classroom, to act as a reminder and incentive for good behaviour. Whilst we would like the motivation

for good behaviour to be intrinsic, we accept that the extrinsic motivation of the displayed class reward is needed to help some children learn to manage their behaviour. (NB: Subject teachers with a fixed teaching room, should also set up a visual reward system to use with their classes e.g. Art and Music rooms). All reward or point systems used with the children are converted to House Points, which go towards a child's individual house point total, as well as being included in the running total for their particular house. See **Appendix 4** which outlines the House system (including how house points are recorded and tracked). PW and HF to create

### **Lower School**

Rewards are linked to positive choices and achievements and focus on the specific behaviours we wish to improve. They are part of the 'language' of NHP and include:

- Earning house points
- Positive reinforcement and verbal praise
- Written comments, stickers and stamps in books and on work
- Showing work to the class
- Stickers, commendations, certificates
- Letters/notes to parents
- 'Golden time' and special activities
- Special responsibilities/privileges
- Visits to the Head or Head of Lower School to show good work
- Each class teacher develops their own house point reward system, linked to the Behaviour Tree Map. This should be a visual aid for the children, such as a tree, beanstalk or rocket.

For rewarding persistently good effort or behaviour or for rewarding excellent attainment or behaviour, the following rewards are given:

- Student of the Week (STUD)
- Student of the Term
- End of Year Form Prize
- End of Year Habits Prize
- Certificates of Excellence for Music, Sport and Art

### **Middle & Upper School**

These typically include:

- Verbal praise
- Written comments in books and on work
- Showing work to the class
- Earning house points
- Displaying work for others to see
- Letters/notes/email and calls to parents
- Each Form teacher should develop their own House Point reward system, linked to the Behaviour Tee Map. This should be a visual aid for the children e.g. a class 'square' or Popcorn party poster

For rewarding persistently good effort or behaviour or for rewarding excellent attainment or behaviour, the following rewards may be given:

- Student of the Week (STUD)
- 'Laudatio' (which is the name given to a Student of the Term award) – given to those who have performed well across a number of subjects during the term
- Colours for Music, Sport and Art (awarded at the end of each term)

NB The term 'good work' is relative to each child's ability and individual standards, not a set level for all. It involves work and actions which reflect effort and are good for that child.

### **Other Rewards and Awards**

When a child has achieved outside school (e.g. Music grade certificates, performing well in a chess championship, winning a writing or art prize) these achievements are always celebrated publicly (e.g. in the weekly newsletter and/or in assemblies) in the same way as those gained in school or under a school initiative.

### External Providers

If a club is being run by an external member of staff, they will have received basic information on appropriate rewards to use as part of their induction. If they have a concern about behaviour or witness behaviour that requires a formal sanction, then they should contact the child's form teacher or a member of senior management to deal with the situation. In the mean time they may give the child a timeout or ask them to go and sit at reception rather than continuing with the club.

## SANCTIONS

Children are regularly reminded of school rules and expectations of behaviour and effort. Teachers use a variety of methods to manage behaviour in class and around school – and should remain calm at all times. NHP rejects the use of corporal punishment, which is against the law. In incidents where a child's behaviour is below expectations, the following sanctions are in place depending on the severity of the misdemeanour.

Whilst the Behaviour Tree Map sets out the typical consequences for certain types of behaviour, teachers are also trusted to use their professional judgement to deal with behaviour as it arises, as long as that judgement is exercised within the school ethos and rational explained in the **Policy for Managing Behaviour**. The needs for specific methods that can be applied to particular year groups are discussed and agreed upon in staff meetings. These methods should still follow the school ethos but may be slightly different in application from methods used in the rest of the school. Teachers should take into account:

- The age of class i.e. treat Year 4 with different expectations to Year 8.
- Any special educational needs when managing behaviour e.g. a child with ASD may need a differentiated behaviour plan and a child with difficulties with working memory may need different forms of reminders for a set of instructions.
- The type of lesson they are teaching e.g. an active, fast-paced lesson may mean leniency is needed towards calling out
- External factors that may be having an effect on a child's behaviour e.g. parents separating etc
- External factors that may have an effect on the whole class e.g. stress or pressure during 11+ exam period

### Lower School

We encourage children to reflect on their behaviour. We make them aware of the consequences of bad behaviour. Classroom expectations for each lesson are made very clear – the 'protocols' we must agree to make sure that everyone can do their best learning in the lesson, drawing on NHP Habits and the Behaviour Tree Map.

It is important for our children to clearly link a specific behaviour with its consequence. Staff will use the Behaviour Tree Map as a guide to appropriate consequences. The consequence needs to be a natural consequence, which makes sense to the child.

Typical consequences include:

- A stern look
- A reminder to focus on the activity in hand
- A reminder to manage impulsivity or be gentle with each other
- Time out for a short while if behaviour is inappropriate
- Completing a reflection sheet with the Head of Lower School. The reflection sheet will be kept on file and parents will be informed (**See Appendix 6**)
- Going to see the Head if behaviour concerns safety issues, such as talking when crossing the road

**Reparation:** all staff follow up bad behaviour with reparation

Reparation means:

- Repairing relationships or 'making good' in some way
- Children should always be given the opportunity to repair, and should want to do this

### Middle and Upper School

#### Portandas – for Upper School children only

A portanda is a note on our online system (ISAMS) to indicate the child has not come to class ready for lessons. It can be issued for:

- Arriving for lessons without the necessary equipment or uniform

- Not completing homework within the allotted time
- Arriving late for class

Portandas are a useful way to remind the older children to be responsible for their own learning and organisation, and is also an essential indicator to Form Teachers, the Pastoral Care Department and the SEN Department that there may be an underlying issue for the child affecting his or her organisation which they might need to support.

### **DIN (Do It Now) - for Upper School children only**

A DIN is given if a child has not completed enough work in class because he/she was not on task or was chatting but not disruptive enough to get a culpa. The child will have to attend the break time detention at the following morning break (usually in the Diner) and finished the work he/she has not done in class. Children are then taken to break after about 15min.

### **Orange Cards – a warning system**

An orange card is the tool that teachers use to issue a warning to a child, prior to a **culpa** being given. For children in Years 7 and 8, the orange card is placed on the child's desk as a warning about their behaviour. No immediate explanation is needed as the children in Year 7 and 8 are aware of the school's expectations for behaviour. Therefore, the flow of lesson is not interrupted and attention is not drawn towards misbehaviour. (However, it is good practice to explain the reason to the child at some point, but at a time that doesn't interrupt the lesson). Once an orange card has been placed on the child's desk, if the behaviour of the child continues to disrupt the lesson, or not follow the school's expectations, the orange card is handed to pupil and a culpa is logged on ISAMS and a detention at break is given.

Using the orange card as a silent warning does depend on the needs of the child. For example, if the child has SEN, then the teacher should be aware of their ability to infer meaning from the card being silently placed on the desk and support them with further explanation if needed.

For children in Years 6 and 5, the procedure for issuing an orange card and then a culpa is the same as described above for Year 7 and 8. However, when an orange card is placed on a desk, the teacher needs to consider the age of the children and therefore must explain the reason, either immediately or near to the event, depending on the particulars of that moment in the lesson. If the behaviour continues then the orange card is handed to the pupil and the culpa is logged and a detention at break is given.

For children in Year 4, teachers may follow the orange card procedure for Year 5 and 6. However, instead of a detention the child will stay in and speak to their Form Teacher for a suitable amount of time at break.

For children in Year 3, Form Teacher and subject teachers manage the class in the same way as the Lower School (as described above).

### **Culpas**

For our children in Year 3, behaviour is managed in the same way as the Lower School, as described above, without the need for culpas.

For our children in Year 4, we recognise that they are at a different stage of their ability to manage their behaviour and we are also aware of any anxieties that they may have based on detention alongside older children. Therefore, in the first two terms, instead of being issued with a culpa and going to detention, they meet with their Form Teacher at break time to discuss what happened and how it can be prevented in the future. The Form Teacher then decides whether any further sanction is needed. In the Summer term, the form teachers will discuss with the Deputy Head Pastoral and Head of Middle School whether culpas can be introduced, as part of the transition to the expectations and procedures of Year 5.

Receiving a culpa results in a detention during the nearest morning break time (depending on timetabling issues e.g. PE lessons). It is a time for a child to reflect on their behaviour and consider how they can improve in the future. The child completes a reflection sheet during the detention, including restorative questions (**see Appendix 6**). In some Culpa incidents, the child writes a letter of apology to the relevant person, or makes some other reparation as appropriate to the misdemeanour. This might be carrying out a service to the school community, such as sorting and returning lost property or sharpening pencils.

An email is sent home to parents to inform them that their child has attended a detention (**See Appendix 5**).

Culpas can be issued for:

- Repeated low-level disruptive behaviour (for examples see Behaviour Map)
- Responding inappropriately to a teacher
- Not behaving safely
- Persistently annoying others or being unkind
- Damage to school or to other's property
- Talking when crossing the road or during a transition (although the consequence is a visit to the Head, rather than a culpa detention)

### **After-school detention**

If a child receives a third culpa in a term, they will have a 20-minute-long detention after school with their Form Teacher. This will be an opportunity to reflect on their behaviour and to discuss ways to get back on track and prevent further culpas.

If your child receives a fourth culpa in a term, they will have an hour-long detention after school with a member of the Senior Leadership Team. In this detention, they will discuss what changes need to be made and some form of intervention will be arranged e.g. a mentor, report card or seeing the School Counsellor. They will also discuss what consequences will occur if any more culpas are received e.g. Saturday morning detention.

More serious misdemeanours will result in an after-school detention lasting one hour with the Deputy Head Pastoral.

In all cases, parents will be informed.

### **Weekend detention**

During the detention for a fourth culpa, the staff member will explain what consequences will follow, should the misbehaviour and culpas continue. For children in the Upper School, this may include a weekend detention. Serious cases of bullying and behaving unsafely or extreme cases of irresponsible behaviour towards school property or property of others may also result in a weekend detention or a period of internal exclusion (see policy for **Managing Behaviour and Exclusion policy**).

### **Disciplinary Actions**

If these sanctions do not appear to be affecting change in a child's behaviour, alternative sanctions may be put in place. This may be a particular set of rules for a year group or for specific children, depending on the behavioural problem.

The Deputy Head Pastoral monitors the number of culpas and detentions on a weekly basis and will meet with parents, alongside the Head and/or SENCO if necessary, to discuss persistent poor behaviour of a pupil. If it is felt that all possible methods of support and necessary sanctions have been put in place but that behaviour is still not improved, the Deputy Head Pastoral will consult with the Head as to whether disciplinary procedures set out in the Exclusion Policy should be followed. Parents will be kept informed at all times.

### **Report Cards and Golden Books (Middle and Upper School)**

At times, on a case-by-case basis, a child may need further support to monitor and then reflect on behaviour. In these cases, the teacher may create a 'Report Card' for the child. The Report Card should be based on a particular focus or goal that has been agreed upon by the child and teacher (parents can also be part of this discussion). Report Cards may take different forms depending on the needs of the child. Usually, it involves filling in a grade, comment or rating on the report card at the end of each lesson for the agreed focus. Sometimes both the child and teacher will fill this in, providing an opportunity to compare different perceptions and expectations of behaviour.

To promote purely the positive aspects of a child's behaviour and actions, it may be decided that a Golden Book will be used. At the end of each lesson the teacher should write any positive comments in the child's Golden Book. The child then has a record of their positive actions at school and can also show this to their teachers and parents. The aim is to create a shift in mindset from thinking about themselves as someone who gets into trouble and can't seem to do things right, to someone who can achieve and have a positive experience at school.

Both Report Cards and Golden Books also provide an additional form of information sharing between the child, teachers and parents. This ensures that all parties are aware of behaviour, goals and achievements.

### **Record Keeping and Monitoring**

- All rewards and sanctions must be logged so we keep a record, year on year. This helps us to see patterns of behaviour and also ensure consistency and fairness.
- The vast majority of rewards and sanctions are recorded on ISAMS (e.g. STUDS, Culpas)
- Completed reflection sheets are saved by each Head of Section as evidence
- Culpas must also be logged on ISAMS so an email can be sent home to the relevant parents by the staff member on detention duty. **See Appendix 5**
- At the end of each week a Sanction Summary is sent round to Middle and Upper School staff by a member of the Pastoral MMT. This information is lifted from ISAMS and summarises culpas and portandas in each form (Y5-8) for that week
- Serious behavioural incidents and any bullying is recorded in a separate log by the Deputy Head Pastoral
- Form teachers are responsible for logging the weekly STUDS for their form on ISAMS. They must check the records (a central spreadsheet) each week so STUDS can be awarded to different children over the course of each term. Specialist teachers will nominate children for STUDS in section meetings each week
- See **Appendix 4** for information on how House Points are recorded
- All relevant staff are kept informed of behaviour issues and concerns. We believe strongly in the need to keep parents informed of any negative behaviour, including repeated low-level disruptive behaviour by a child.
- 'Children of Concern' for each year group are raised in the Lower and Middle and Upper School staff meetings each week. The minutes are then emailed to all staff

### **Playground Procedures**

The Playground staff are trained in the NHP **Rewards & Sanctions Policy**. They additionally have further sanctions, e.g. timeout. Please see separate **Policy on Playground Procedures**.

The Deputy Head Pastoral has a weekly meeting with the playground staff to discuss any issues or needs.

Appendix 1 – Behaviour Chart for Lower School display

Behaviour Tree Map		Positive Behaviour			Negative Behaviour		
Stage +3	<b>Strengthening the school community</b>		<ul style="list-style-type: none"> <li>I enjoy seeing my friends doing well and being happy for them.</li> <li>I can tell when someone is unhappy and I will do something positive to help them.</li> <li>I demonstrate excellent behaviour</li> <li>I support teachers and pupils by encouraging my friends to follow school routines in ALL situations and settings</li> </ul>	Stage +2	<b>Significant</b>		<ul style="list-style-type: none"> <li>I lead by example by always showing +1 behaviour</li> <li>When appropriate, I support others in a suitable way to apply the NHP Habits</li> <li>I remind others to follow instructions, school routines and to not distract others in class</li> </ul>
Stage +1	<b>On Track</b>		<ul style="list-style-type: none"> <li>I apply the NHP Habits with a positive attitude</li> <li>I show respect to teachers, pupils and property</li> <li>I am quick to follow school routines, without being reminded (including putting up my hand)</li> <li>I am focused on the tasks set</li> </ul>	Stage -1	<b>Low Level</b>		<ul style="list-style-type: none"> <li>Not trying my best to apply the NHP Habits</li> <li>Ignoring instructions and school routines (including calling out)</li> <li>Going off task (including talking at an inappropriate time and disruptive fidgeting)</li> <li>Annoying others and being unkind</li> </ul>
Stage -2	<b>Significant</b>		<ul style="list-style-type: none"> <li>Repeating -1 behaviour and not trying your best to apply the NHP Habits</li> <li>Doing the above to purposely disrupt the class</li> <li>Being disrespectful to teachers, pupils and property</li> <li>Talking when crossing the road</li> </ul>	Stage -3	<b>Weakening the school community</b>		<ul style="list-style-type: none"> <li>Head of Lower School will discuss the details with the child</li> </ul>

Appendix 2 – Behaviour Chart for Lower School Staff Reference

Behaviour Tree Map		Positive Behaviour			Negative Behaviour		
Stage +3	Stage +2	Stage +1	Stage -1	Stage -2	Stage -3		
<p><b>Strengthening our school community</b></p>  <ul style="list-style-type: none"> <li>I celebrate the success and happiness of others</li> <li>I am proactive in supporting others</li> <li>I am a role model</li> <li>I challenge antisocial behaviour when I see it</li> <li>I remind my peers to follow ALL school routines</li> </ul>	<p><b>Significant</b></p>  <ul style="list-style-type: none"> <li>I lead by example by consistently showing +1 behaviour</li> <li>When appropriate, I support others in a suitable way to apply the NHP Habits</li> <li>I remind others to follow instructions, school routines and to stay on task in class</li> </ul>	<p><b>On track</b></p>  <ul style="list-style-type: none"> <li>I apply the NHP Habits with a positive attitude</li> <li>I show respect to teachers, pupils and property</li> <li>I am quick to follow school routines, without being reminded (including putting up my hand)</li> <li>I am focused on the tasks set</li> </ul>	<p><b>Low level</b></p>  <ul style="list-style-type: none"> <li>Not trying my best to apply the NHP Habits</li> <li>Ignoring instructions and school routines (including calling out)</li> <li>Going off task (including talking at an inappropriate time and disruptive fidgeting)</li> <li>Annoying others and being unkind</li> </ul>	<p><b>Significant</b></p>  <ul style="list-style-type: none"> <li>Repeated -1 Behaviour</li> <li>-1 Behaviour done once but with the intent to disrupt</li> <li>Being disrespectful to teachers, pupils and property</li> <li>Talking when crossing the road</li> </ul>	<p><b>Weakening our school community</b></p>  <ul style="list-style-type: none"> <li>Head of Lower School will discuss the details with the child</li> </ul>		
<ul style="list-style-type: none"> <li>Visit to the Head</li> </ul>	<ul style="list-style-type: none"> <li>Student of the Week Certificate</li> <li>Student of the Term Certificate</li> <li>Communication with children and parents</li> <li>Repeated +1 rewards</li> </ul>	<ul style="list-style-type: none"> <li>House Points</li> <li>Student of the Week</li> <li>Praise in front of the class and in books</li> <li>Positive feedback given face to face</li> </ul>	<ul style="list-style-type: none"> <li>Teacher ensures child understands expected behaviour and explains warnings</li> <li>Short time out</li> <li>The child will reflect on their behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Parents are informed on the day and a home discussion is suggested</li> <li>Reflection sheet completed during break to take home to parents</li> </ul>	<ul style="list-style-type: none"> <li>Reflection sheet to be completed and taken home to be signed.</li> <li>Head of Lower School will also ring home</li> <li>Further sanctions may need to be taken if repeated</li> </ul>		

Appendix 3 – Behaviour Chart Middle and Upper School

Behaviour Tree Map		Positive Behaviour			Negative Behaviour						
<p><b>Stage +3</b></p> <p><b><u>Strengthening our school community</u></b></p> <ul style="list-style-type: none"> <li>I celebrate the success and happiness of others</li> <li>I am proactive in supporting others</li> <li>I am a role model</li> <li>I challenge antisocial behaviour when I see it</li> <li>I remind my peers to follow ALL school routines</li> </ul>	<p><b>Stage +2</b></p> <p><b><u>Significant</u></b></p> <ul style="list-style-type: none"> <li>I lead by example by consistently showing +1 behaviour</li> <li>When appropriate, I support others in a suitable way to apply the NHP Habits</li> <li>I remind others to follow instructions, school routines and to stay on task in class</li> </ul>	<p><b>Stage +1</b></p> <p><b><u>On track</u></b></p> <ul style="list-style-type: none"> <li>I apply the NHP Habits with a positive attitude</li> <li>I show respect to teachers, pupils and property</li> <li>I am quick to follow school routines, without being reminded (including putting up my hand)</li> <li>I am focused on the tasks set</li> </ul>	<p><b>Stage -1</b></p> <p><b><u>Low level</u></b></p> <ul style="list-style-type: none"> <li>Not trying my best to apply the NHP Habits</li> <li>Ignoring instructions and school routines (including calling out)</li> <li>Going off task (including talking at an inappropriate time and disruptive fidgeting)</li> <li>Annoying others and being unkind</li> </ul>	<p><b>Stage -2</b></p> <p><b><u>Significant</u></b></p> <ul style="list-style-type: none"> <li>Repeated -1 Behaviour</li> <li>-1 Behaviour done once but with the intent to disrupt</li> <li>Being disrespectful to teachers, pupils and property</li> <li>Talking when crossing the road</li> </ul>	<p><b>Stage -3</b></p> <p><b><u>Weakening our school community</u></b></p> <ul style="list-style-type: none"> <li>Repeated -1 &amp; -2 Behaviour</li> <li>Bullying</li> <li>Verbal/physical attack</li> <li>Irreparable damage to property</li> <li>Stealing</li> <li>Bringing inappropriate material or objects into school, including in digital form</li> </ul>	<ul style="list-style-type: none"> <li>Nominees for positions of responsibility</li> <li>Laudatio</li> <li>Form Prizes</li> <li>Special Lunch</li> <li>Head's Commendation</li> </ul>	<ul style="list-style-type: none"> <li>Student of the Week Certificate</li> <li>Student of the Term Certificate</li> <li>Email home</li> <li>Phone call home</li> </ul>	<ul style="list-style-type: none"> <li>House Points</li> <li>Merit Certificates</li> <li>Student of the Week</li> <li>Praise</li> <li>Verbal or written feedback</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will find a way to remind the child about how to behave</li> <li>The child will think about their behaviour and how to improve</li> </ul>	<ul style="list-style-type: none"> <li>Culpa detention with letter sent home</li> </ul> <p><b>Consequences for this behaviour require no warning</b></p>	<ul style="list-style-type: none"> <li>Parents immediately contacted</li> <li>Evening detention</li> <li>Weekend detention</li> <li>Internal exclusion</li> <li>Exclusion</li> </ul>

**Appendix 4: House Point Information**

*Currently, house points are recorded by Form Teachers on ISAMS. The MMT are reviewing this and trialling an easier central recording system for logging house points across the school, with a view to introducing this in Sept 2021.*

**Appendix 5: Culpa email template**

Dear

I regret to inform you that .....*name of child*... has been given a culpa today from *Mr/Mrs*..... in ..(*subject*).....

The culpa was for .....*reason*.....

....*Name of child*.. ... has done a break detention today/will do a break time detention tomorrow and has had a discussion with ..... about his/her behaviour.

If there are any reasons that your child might be unsettled or need extra support at the moment, such as not sleeping properly, illness in the family or moving house then please let their Form Teacher know as this might be affecting their behaviour in class.

**Your child's Form Teacher will be in touch if your child has more than two culpas in a term:**

- If your child receives a third culpa this term, they will have a 30 min-long detention after school with their Form Teacher. This will be an opportunity to reflect on their behaviour and to discuss ways to get back on track and prevent further culpas.
- If your child receives a fourth culpa this term, they will have an hour-long detention after school with a member of the Senior Leadership Team. In this detention they will discuss what changes need to be made and some form of intervention will be arranged e.g. a mentor, report card or seeing the School Counsellor. They will also discuss what consequences will occur if any more culpas are received e.g. Saturday morning detention.

Many thanks,

*The email above can be adapted as necessary by the person running detention (usually, the Head of Section).*



What do you need to do now as a result of your behaviour? Who might you need to speak to?

---

---

---

---

---

---

---

---

What do you need to do in the future to try to stop similar things from happening? Who could help you?

---

---

---

---

---

---

---

---

---

---

Which NHP values/habits could you use to change the way you behaved?

---

---

---

---

---

---

---

---

## **Explain Cause & Effect (Multi-Flow Map)**

### **My Reflection**

**Date:**

**Signed:**

