



FINTON HOUSE SCHOOL

PASTORAL CARE POLICY

Member(s) of staff responsible: Nicki Soames, Catherine Gomez

Date Revised: Sept 2026

Governing committee/sub-committee responsible: Safeguarding and Teaching & Learning

Signature: Ben Freeman, Headmaster

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

Version	Policy Update
September 2024	Finton House Goals referred to throughout Old system of Sanctions and Rewards Nicholas Lane and Lettie Sale previous PSHEE Co-ordinators Lucy Alresford previous Deputy DSL, especially for EYS Two Emotional Literacy Support Assistants (ELSAs) Sarah Cooper – previous Listening Buddy
September 2025	Finton House Values have replaced Finton House Goals. These are prominently displayed in the hall and in classrooms Finton Values Grid now displayed in classrooms New Behaviours and Sanctions poster created for Lower School Behaviours and Sanctions poster updated for Middle and Upper School New rewards system created for Lower School Commendation/ celebration certificates given out to all year groups P.J. O'Brien and Lettie Sale new PSHEE Co-ordinators Sasha Jones new Deputy DSL, especially for EYS Three Emotional Literacy Support Assistants (ELSAs) Kat Kannides – new Listening buddy
September 2026	Finton Values are now celebrated each week; each phase nominates a Values winner and a representative from the winning class puts a value ball in the cylinder in front of the whole school

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1. Aims

Finton House aims to ensure that all children work and play to the best of their individual ability in an atmosphere of happiness and warmth, developing skills of self-respect, self-discipline and a great depth of caring for others including children with SEN. The ethos of Finton House reflects the Equality Act 2010. A clear moral code is important and staff aim to lead by example and encourage pupils in the values of care and consideration, kindness, generosity and respect. Warm and caring relationships are essential.

2. Principles

At Finton House, all individuals are valued and encouraged to do their best within an atmosphere of care and respect for one another. Warmth, positivity, clear expectations and excellent communication underpin pastoral care. There are clear expectations made by the staff on standards of behaviour and work. Children at Finton House including those with special needs are expected to behave to a high standard at all times in accordance with the Finton House Values and Rules (see Appendix A). However, children recognised to have specific educational needs that affect their behaviour, particularly those children with EHC plans, may receive a different sanction depending on their disability.

3. Rewarding Children's Good Behaviour and Good Work

At Finton House, children's behaviour and work is managed with a system of graded rewards supported by clear expectations of all staff. The consistent application and recording of rewards is very important.

The positive management of children's behaviour and work is central to the success of limiting incidents of misdemeanour, misbehaviour and unsatisfactory work. Rewarding good behaviour and good work frequently, is of paramount importance. Class teachers may have complementary systems in place in their own class to help create clear expectations: for example a traffic light system of rewarding good behaviour in class and outside.

All opportunities to educate and promote the development of the child are seized upon. The system of rewarding good behaviour and good work, the use of PSHEE, assemblies and the work in class aims to promote the growth of responsible children. Children should learn to be polite, kind, hardworking and considerate of others. The school system of rewards is explained below and it is very important that staff exercise consistency in using these rewards. The Deputy Head Pastoral and Assistant Head Wellbeing may be consulted for advice and support in how to apply rewards. The Frameworks for Rewarding Good Behaviour (Appendix B) and Good Work (Appendix C) are designed to summarise the system and should be read carefully.

House Points

House Points are the first level of reward for either good behaviour or good work. Once a week, the prefects collect up the class House Point Charts and enter the data into the House Point spreadsheets where they are monitored by the Houses Co-ordinator.

The House Points are recorded weekly and the winning House is announced either at assembly or in the playground on a Friday by different Prefects. The House Captains of the winning House then hoist their House flag at 3.25. House Points are collated at the end of term and the winning House is awarded a cup. In this way, it is hoped that children value being attached to a House and develop a sense of belonging. House meetings highlight and reinforce the value of winning House Points. Each member of staff is allocated to a house, which increases the sense of a house community.

At an individual level, children should be praised frequently and given recognition for their efforts and achievements through the awarding of a House Point or a House Point sticker. Children should then tell their class teacher so the House Point can be recorded on the class House Point Chart. The younger children place a House Point sticker in the appropriate column. The older children record the House Point by tallying it on the Class House Point Chart.

House Point Certificates

The overall tally in the Lower School, Middle and Upper School is overseen by the Houses Co-ordinator who will award bronze, silver and gold certificates for House Points in the celebration assembly.

The Houses Co-ordinator produces House Point Certificates for Good Work and Good Behaviour and these are awarded to the child who has been given the most House Points in their class for Good Work and for Good Behaviour at the end of each term.

House Point Shields

At the end of term Prize Giving, a House Point shield for Good Behaviour and another for Good Work is awarded to the child in the Lower School, Middle School and Upper School who has been awarded the greatest number of House Points overall.

Head's Gold Stickers

A Head's Gold sticker is awarded for exceptional work or behaviour. For exceptional good behaviour, staff can send a child to the Head for a Head's Gold sticker with a brief note describing the exceptional behaviour. This helps to reinforce an understanding of why the behaviour is exceptional. For exceptional good work, the child brings the work to the Head's office or the Head visits the classroom at a timetabled time where the work is shared with the Head.

Celebration and Commendation Certificates

The aim behind awarding Celebration Certificates in the Lower and Middle School and Commendation Certificates in the Upper School is to highlight and praise each child in the class over the course of the year for either good work or good behaviour. The child's name and date together with the reason for each certificate is read out and each child is invited to come up to receive their certificate. In the Lower and Middle School the children sing the celebration song.

Values Balls

Finton Values are now celebrated each week; each phase nominates a Values winner and a representative from the winning class puts a value ball in the cylinder in front of the whole school

Colours

Colours are awarded at Prize Giving to a child in Year 5 or Year 6 for excellence in the following areas of school life:

Academic

Sport

Creativity

Citizenship

Excellence may be demonstrated by a child consistently achieving A1 in a subject area or by some other clearly excellent achievement. When appropriate, other factors may be considered, these may include a particular achievement out of school – fundraising, outstanding contribution, etc. Any member of staff may send a recommendation to the Deputy Head (Academic), explaining why they believe a child should be awarded a Colour for Excellence. The Deputy Head (Academic) will discuss the nomination with the member of staff, review the child's performance, and discuss the nomination with the Head. The badge (a bar) is awarded at an end of term Prize-Giving by the Head.

Cups and Prizes

There are a wide range of cups and prizes presented at Prize Giving at the end of each term. Staff record their nominations on the prize giving spreadsheets. The allocation of prizes is carefully co-ordinated by the Deputy Head (Academic) in liaison with the Academic team and then SLT.

Other individual award schemes

In addition to the awards listed above, individual teachers are at liberty to use their own systems in their own classroom. Examples of these include: Dojo points, table points, taking the class mascot home for the weekend.

4. Sanctions for Children's Poor Behaviour

Poor behaviour is categorised in three ways:

Level 1 (Minor Misdemeanours)

Level 2 (Major Misdemeanours)

Level 3 (Grave Misdemeanours)

There is a poster (see Appendix D) in every classroom which gives clear examples of behaviours and consequences.

Definitions and examples of these behaviours and consequences can also be found in Appendix D- Framework for Sanctioning Poor Behaviour.

Level 2 and 3 behaviours are recorded on the Incident module on CPOMS and so are available to all staff.

Incidents

Investigating an incident

The investigation of an incident should take place in an atmosphere which is calm and private. The child should be asked to explain what happened and, if necessary, should write down what happened, independently or with help. If they are too young, they should be asked to explain what happened and this will then be written by an adult and read back to them for verification.

It is important to complete any investigation free from any judgments about behaviour.

On completion of an account on CPOMS, a copy is automatically sent to the Class Teacher and the Assistant Head of Wellbeing and Deputy Head Pastoral.

Decision about Sanction

After the incident has been shared with the Class Teacher, the child sees the Assistant Head of Wellbeing and, if deemed necessary, the Deputy Head or Head. The Class Teacher in conjunction the Assistant Head of Wellbeing makes a decision as to what the sanction should be. The Class Teacher or Assistant Head of Wellbeing will inform the parents, if it is a major or grave misdemeanor.

Letter of Apology

The child (children) will always be asked to write an apology with the necessary support. The letter should be properly laid out, detail what they are apologising for and above all come across as a genuine attempt to show remorse.

Behaviour Detentions

A Behaviour Detention can be given to any child from Year 1 to Year 6 if the child commits a second Level 2 (major misdemeanor) or a Level 3 (grave misdemeanor). A Detention, if deemed necessary, in Reception (i.e. EYFS) would be supervised in the Reception block by Class Teachers at a suitable time. A normal Detention is recorded on CPOMS and takes place on a Friday lunchtime supervised by the Assistant Head of Wellbeing. It usually lasts for 20 minutes and parents are informed. Detention is used as both an opportunity to write a letter of apology and a time for the child to reflect, realise the consequence of their actions and consider how they could have behaved differently. If the behaviour is repeated a third time, the Head with the Deputy Head may decide to give an After School Behaviour Detention. Parents will be informed beforehand and suitable arrangements made. An After School Behaviour Detention is normally 40 minutes long.

Removal of Match Privileges

Children are taught that representing our school in the local or wider community at a sports fixture or during a match in a sports lesson is seen as a privilege worthy of those pupils who uphold our school values. Any child not upholding the school values during a fixture or sports lesson will be given a warning and upon any further misdemeanour (Level 2 or Level 3) will have their opportunity to attend a match or event withdrawn.

Playground Payback

If a Y2-Y6 child is disruptive during lesson time or produces unsatisfactory work they will be required to payback 5 minutes of their play time during the next morning break. The member of staff giving the playground payback sanction will decide what is to be done during the 5 minutes and this usually is to complete an aspect of the work that should have been completed in the lesson. The payback sanction takes place in a classroom and is supervised by a Class Teacher.

The Framework for Sanctioning Unsatisfactory Work (Appendix E) is designed to summarise the system and should be read carefully.

Playground Time Out

If a child demonstrates silly behaviour such as pushing in a line or talking when they should be quiet, a playground time out will be given. This is recorded by the teacher giving the time out in the Incident book. The playground supervisors on duty will then ensure the child misses 5 or 10 minutes of the next playtime, depending on the level. They will then initial the sheet to show that it has taken place.

Behaviour Report Card

The Assistant Head of Wellbeing together with the class teacher may decide to put the child or children on a Behaviour Report Card. All staff will be informed in a whole school staff meeting of any Behaviour Report Cards in order that they may help. The Report Card is custom made to suit the age and behaviour of the child to include all children from Reception (EYFS) to Year 6. Report Cards will contain two achievable targets which have been agreed between the child and the class teacher.

Fresh start each term principle

As a guiding rule, each child is given a fresh start each term if they have misbehaved in the previous term. However, the phase coordinator may make a judgement if the behaviour and history of behaviour is such that any incidents need to be followed up differently.

SEN children

Children who have special educational needs; either diagnosed or suspected by the school are treated on an individualised basis, depending on their particular need, in terms of behaviour and sanctions.

5. Sanctions for Unsatisfactory Work

Sanctions are designed to make clear that, at Finton House, work of a poor standard is not accepted. It is expected that every child should take care and pride in their work.

Work sanctions are most relevant to children when they are able to write independently and thus work sanctions are seen as being more applicable in the Upper School. It is possible that some redoing of work may be necessary or useful in Year 2 but this is rare. Professional judgment is exercised and staff may always refer to the Academic Team for further guidance.

Consistent and thorough marking of pupils' work is essential (see Assessment, Recording and Reporting Policy). Marking helps children (and parents) to understand what the expectations are and how to achieve them. When work is below an acceptable standard of effort, lacks pride, shows little care or is of an inadequate amount considering the child's individual ability, it is important to ask the child to rectify their work by redoing it.

Unsatisfactory Work is always clearly marked against the work with a reason. Following marking, the work is talked through with the child to ensure that he or she understands why the work is unsatisfactory and what can be done to rectify the work.

6. The Governors' Role

The Governors of Finton House School are aware of the responsibilities and duty placed upon them to promote good behaviour amongst all pupils at the school. A designated governor reviews the Pastoral Care Policy annually ensuring it is implemented effectively. The Head's termly report to the governors contains a detailed written report on Pastoral Care issues.

Exclusion

In the unlikely event that sanctions fail and behaviour is deemed to be serious and/or dangerous then the Head, in consultation with the Educational Governor and the Chair of the Governors, may temporarily exclude a pupil. For serious, or persistent, breaching of the School Rules, pupils can be excluded for one or more fixed term periods, not exceeding more than 30 days in one school year. A decision to exclude a pupil permanently will only be taken as a last resort e.g. as a result of repeated anti-social behaviour, the child becomes a danger to themselves or others or where an exceptional 'one off' offence has been committed, e.g. serious violence or abuse, actual or threatened, against another pupil or carrying an illegal drug/ offensive weapon. In cases of bullying (please see The Anti-Bullying Policy), exclusion may be a necessary sanction. For Special Needs children please see the Special Needs Policy.

During any fixed-period of exclusion, the school will continue to provide education for a pupil, for example through work to be completed at home. The school will consider ways in which to reintegrate the pupil post-exclusion.

It is noted that some senior schools enquire about exclusions in their 11+ reference request paperwork.

Appeals

Parents are entitled to appeal to the Governing Board against exclusion, whether short-term or permanent. A letter stating the intention to appeal should be sent to the Chair of the Governors, at the school within 48 hours of the notice of exclusion being served. The Chair of Governors will refer the appeal to a Governor who will meet with one other Governor and one independent panel member (none of whom will have children in the school) as quickly as possible, and within five working days. The panel's decision is final.

Corporal Punishment

Under Section 131 of the Schools Standards and Framework Act 1998, corporal punishment is prohibited at Finton House School. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of staff.

7. Restraint or Physical Intervention

The school recognises the occasional need to offer gentle physical support to children who are struggling to come into school in the mornings e.g. comforting arms, holding hands, gentle guidance, especially with EYFS or LS children. This is distinct from physical intervention for which refer to *Positive Handling and Physical Intervention Policy*.

8. Pastoral Care in the Early Years Foundation Stage

The Pastoral Care Policy applies to all children in Finton House. The management of the behaviour of children in the Early Years Foundation Stage reflects the needs of younger children in the Reception setting and allows children to progress to Year 1 happy and secure in the knowledge of how to behave. Please refer to the Framework for rewarding Good Behaviour and Good Work.

9. Pastoral Care Initiatives in the Lower, Middle and Upper School

There are a number of initiatives which are being practised throughout school. These are: ELSA sessions, counselling, mindfulness, zones of regulation and mentoring groups, wellbeing assemblies led by wellbeing monitors.

ELSA support

We have three trained assistants who offer Emotional Literacy Support to children who are referred by the class teacher or parents or who have been flagged in our PASS survey. The support is tailored specifically to the needs of the child and regular updates are shared with the parents and class teachers

Counselling

We have two trained counsellors who see individual children with a range of needs such as anxiety, parental separation or divorce, bereavement etc. The counsellors liaise with the parents and class teachers on a regular basis.

Mindfulness

Mindfulness is a technique whereby children are taught to focus their awareness on the present moment, while calmly acknowledging and accepting their feelings, thoughts and bodily sensations. A number of staff have been trained to teach the PawsB and the Dots Mindfulness course and it is now formally taught to Year 4 and Year 6, with additional lunchtime drop-in sessions for years 4, 5 and 6. Other class teachers also practise it informally with their individual classes.

Zones of Regulation

This is a conceptual framework used to teach children self-regulation. It teaches the children to characterise their feelings and states into one of four zones: blue zone, green zone, red zone and yellow zone. They learn how to recognise and communicate how they are feeling in a safe, non-judgemental way and learn strategies and tools to help them to move between zones. Zones of Regulation is taught in the Lower and Middle school.

Mentoring Groups

All children in Year 5 and 6 have a mentor who takes a group of approx. 8 children once a week. The sessions are designed to enable the children to explore and expand their SMSC values (social, moral, spiritual and cultural) in a safe and friendly atmosphere with an adult who is not their class teacher and whom they can open up to. The mentoring sessions are an opportunity for the children to talk about themselves, share their thoughts, be reflective, take stock of themselves and what is around them and build their sense of perspective and self-worth.

Well-Being Monitors

Two or Three children in year 6 are chosen to be Well-Being monitors. They meet once a week with the Assistant Head of Wellbeing and take an active role in delivering assemblies, planning and implementing initiatives for Anti-Bullying week and Children's Mental Health week and supporting the well-being of pupils throughout the school.

Well-Being Assemblies

These take place regularly and are often delivered by the Well-Being monitors. They are designed to give the children an opportunity for reflection and calmness. All phases use Mindfulness practices, mindful stories and other tools in these assemblies.

Appendix A - Finton House Values and School Rules

Our Finton Values



Our Finton Values	Self-Care (self-awareness) (self-compassion) (resilience & agency)	People-Care (social awareness) (compassion for others) (citizenship & belonging)	Earth-Care (environmental awareness) (compassion for nature) (rewilding & regenerating)
Kindness	Be kind to yourself and be proud of yourself. You matter and what you do matters.	Include everyone and be mindful of people's different needs.	Nurture empathy and compassion for the environment, creating a harmonious and sustainable world.
Morality	Remember the difference between right and wrong and show this through your actions and words. Be honest and truthful.	Try to forgive people when they say or do things which hurt your feelings.	Be responsible, be fair and respect all living beings and the planet.
Self-Belief	Celebrate your successes and learn from your mistakes.	Encourage others to believe in themselves.	Believe you make a difference, embrace sustainable practices, and inspire others to follow your lead.
Resilience	Respond in a positive way when faced with difficulty. Always do your best and ask for help when you need to.	Encourage each other to have a Growth Mindset, remembering the power of YET.	Adapt, persevere, problem-solve to face environmental challenges and contribute to a thriving, sustainable world.
Respect	Demonstrate good manners through your words, actions and body language.	Treat others as you would like to be treated, celebrating everyone's individuality.	Look after the environment, the people around you, and your own and others' property.



School Rules

No cycling or scootering in the playground at any time.

Always walk when inside the school.

Wear the correct school uniform with pride.

(no nail varnish or jewellery, shirts tucked in, hair tied back)

Only use the climbing frame, or playground equipment during playtimes.

Ask permission to enter the cloakrooms and classrooms during playtimes.

Always cross roads in silence, looking and listening for traffic.

Line up quietly and sensibly when asked.

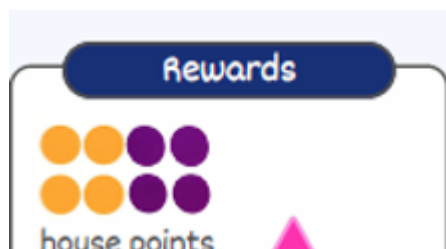


Appendix B - Framework for Rewarding Good Behaviour

House Points for Good Behaviour		
Reward	Actions	Recorded
A House Point for Good Behaviour (max 3) E.g. good manners, helping others without being asked, showing initiative and kindness.	Awarded by a member of staff for good behaviour. The child is given a House Point or House Point Sticker. The class teacher records it on the HP chart in the classroom. Each week the winning House will hoist their House flag.	The Prefects collect the HP chart weekly and record the data onto the House Point Spread Sheet supervised by the Houses Co-ordinator. The termly total is recorded by the Admin Team.
House Point Certificates for Good Behaviour Bronze, silver and gold certificate, may be awarded for ~50, ~100, ~150 House Points for Good Behaviour There is a fresh start each term	The Phase Coordinators hand out House Point Certificates for Good Behaviour in Assembly.	Overseen by Houses Co-ordinator
End of Term House Point Certificates for Good Behaviour There is a fresh start each term	A Certificate for Good Behaviour is awarded in the final House Meeting of the term to the child who has received the most House Points for Good Behaviour for their house in each phase.	Recorded in the Houses folder on Staff Admin
House Point Shields	Awarded in Prize Giving to the child with the highest number of House Points for each phase.	Recorded in the Prize Giving Book and the School Magazine
Further Rewards for Good Behaviour		
Reward	Actions	Recorded
Head's Gold Sticker for Good Behaviour Recommended by any member of staff for exceptionally good behaviour	The child is sent to the Head with a note describing the exceptional behaviour.	One sticker awarded – to wear
Celebration/Comendation Certificates in the Lower, Middle School and Upper School	Nominated by the Class teacher – each child is recognised through the award of a Celebration Certificate or a Commendation Certificate once a week in assembly.	Recorded on One Drive
Values balls	These are won each week by class/year groups which demonstrates using one of the 5 values exceptionally well. These are presented in front of the whole school on a Friday afternoon.	Balls placed in Values cylinders
Other rewards e.g. table points, stickers, stamps are awarded at the		

discretion of individual teachers and vary from class to class.		
Prize Giving Awards for Good Behaviour		
Reward	Actions	Recorded
Cups	Nominated by staff, co-ordinated by the Academic Head	Recorded in the Prize Giving Book and the School Magazine
Colours	Nominated by staff, co-ordinated by the Academic Head	Recorded in the Prize Giving Book and the School Magazine

Lower School Rewards



Celebration certificates handed out in assembly

Appendix C – Framework for Rewarding Good Work

House Points for Good Work		
Reward	Actions	Recorded
A House Point for Good Work (max 3) Awarded by a teacher (class teacher or subject specialist) for effort, improvement or achievement.	The teacher writes 'HP' in the child's book or on their work. The House Point is recorded on the HP chart in each classroom. A line is put through the 'HP' in the book/on the work to indicate it is recorded. Each week the winning House will hoist their House flag.	The Prefects collect the HP charts weekly and record the data onto the House Point Spread Sheet supervised by the Houses Coordinator. The termly total is recorded by the Admin Team.
House Point Certificates for Good Work Bronze, silver and gold certificates may be awarded for ~50, ~100, ~150 House Points for Good Work There is a fresh start each term	The Phase Coordinators hand out House Point Certificates for Good Work in Assembly.	Individual's house points are collected and recorded by the House Captains and the Houses Co-ordinator. Bronze, Silver and Gold certificates are recorded.
End of Term House Point Certificates for Good Work There is a fresh start each term	A Certificate for Good Work is awarded in the final House meeting of the term to the child who has received the most House Points for Good Work in all phases	Recorded in the Houses folder on Staff Admin
House Point Shields	Awarded in Prize Giving to the child with the highest number of House Points in each phase.	Recorded in the Prize Giving Book and the School Magazine
Further Rewards for Good Work		
Reward	Actions	Recorded
Head's Gold Sticker	Recommended by a teacher (class teacher or subject specialist) for exceptionally good work and sent to the Head at specified time.	Two stickers awarded – one to wear and one on the piece of work. Particularly exceptional work may be displayed on the Excellence Board outside the Head's Office.
Celebration/Commendation Certificate in the Lower, Middle and Upper School	Nominated by the Class teacher – each child is recognized through the award of a Celebration/Commendation Certificate once a week in assembly.	Recorded in the Commendation Book (US) and on Engage and Engage only (LS) Overseen by Heads of LS and US

Prize Giving Awards for Good Work		
Reward	Actions	Recorded
Achievement Awards	Nominated by class teachers to a child in each class for achieving outstanding success.	Recorded in the Prize Giving Book and the School Magazine
Endeavour & Progress Awards	Nominated by class teachers to a child in each class for maintaining outstanding effort and hard work.	Recorded in the Prize Giving Book and the School Magazine
Cups	Nominated by staff, co-ordinated by the Academic Head.	Recorded in the Prize Giving Book and the School Magazine
Colours	Nominated by staff, co-ordinated by the Academic Head.	Recorded on the Colours Spreadsheet, Engage and the Prize Giving Book

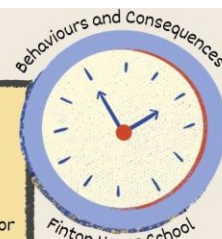
Appendix D - Framework for Sanctioning Poor Behaviour (inc poster)

Level 1	Level 2	Level 3
Minor Misdemeanour	Major Misdemeanour	Grave Misdemeanour
Definition	Definition	Definition
Often a silly incident and the result of poorly thought out behaviour. The wrongdoer is often described as being careless, thoughtless or even clumsy in manner but did not fully intend any harm.	Intentional unkind behaviour with the intent of causing hurt to another or others through words, actions or physical force. Repeated minor misdemeanours.	Intentional unkind and nasty behaviour which gravely hurts another or others or planned damage to another's property. Repeated major misdemeanour.
Examples	Examples	Examples
Pushing, bumping, rough play (in particular a younger child) Silly behaviour in the lunchroom or when lining up Shouting out inappropriately Coming in without permission during break Being noisy or running in communal areas e.g. stairs, corridors Minor damage to school property (rubbers etc.) One-off minor stealing e.g. a counter, a sticker, etc.	One-off incidents of the following: Physical domination or Rough play that causes hurt Angry threats Nasty comments Rudeness to teachers- answering back running away Sending an unpleasant note Damaging school property deliberately (graffiti etc.) Lying and not owning up/dishonesty Spitting Name-calling/swearing at peers Excluding children from games/ostracism Actions which make others feel uncomfortable	Repetition of major misdemeanour is considered grave. Fighting e.g. punching, kicking or biting (particularly if an older child) Serious assault e.g. strangling Swearing at adults Lying with the intention of damaging someone's good name Cyber-bulling e.g. unpleasant emails Malicious accusations including against staff Substance abuse of any kind, drinking, carrying an offensive weapon, smoking Misuse of drugs or any illegal substance Major or repeated stealing e.g. another child's property
Actions	Actions	Actions
The member of staff responsible will investigate and speak to the child/children quietly and in a controlled manner so the full cooperation of the child/children can be assured. The child makes a verbal apology. The class teacher is informed. Playground Payback is given if child disrupts lesson time. Child then misses 5 minutes of playground break whilst being supervised by a teacher.	The member of staff responsible will investigate and speak to the child/ children quietly and in a controlled manner so the full co-operation of the child/ children can be assured. The child apologises and gives a verbal account of the incident and, if necessary, writes an account or a member of staff scribes what the child says. Child writes an apology and does 10 minutes of Playground Timeout . The class teacher and Phase Co ordinator will be informed. The child's parents may be informed by the class teacher.	The child is removed from the situation e.g. taken to the Assistant Head of Wellbeing or Deputy Head. Class teacher, the Assistant Head of Wellbeing, Deputy Head and Headmaster are informed. Child gives a verbal account of incident, and if necessary, writes an account or a member of staff scribes what the child says. Child writes an apology. Parents' informed and a meeting is set up between parents, class teacher and Head

Playground Timeout is given for silly behavior out of the classroom and child misses 5 minutes of playtime sitting outside on the bench.	Some major misdemeanours may require a Detention. This will take place at the first available opportunity and will be supervised by the Assistant Head of Wellbeing.	of Wellbeing/ Deputy Head. On occasion the Head may be involved, if necessary. Detention is given to be supervised on a Friday by Head of Wellbeing/ Deputy Head. In certain instances, an alternative action, may be taken, if appropriate.
Reporting & Recording	Reporting & Recording	Reporting & Recording
Level 1 incidents in the classroom are handled by the class teacher and are not recorded on the system. However playgrounds Timeouts are recorded in the Incident book so that playground supervisors can supervise these.	The incident should be recorded on CPOMS by the member of staff dealing with the incident. If a Report Card is issued, parents need to be informed.	The incident should be recorded on CPOMS by the member of staff dealing with the incident. The incident is reviewed by the Class Teacher/Assistant Head of Wellbeing/ Deputy Head if a Report Card is issued, parents need to be informed.
	Addendum for EYFS As EYFS children are new to the sanctions system and poor behaviours are often impulsive rather than deliberate, the sanctions for Major Misdemeanours will be reduced and a verbal apology given.	

	If...	Then...
Level 1	- I push or bump into someone on purpose - I am silly in the lunchroom or when lining up - I use my 'outdoor voice' when I am inside - I am not sensible in the classroom, corridor, cloakroom or on the stairs - I disrupt mine or other children's learning If I repeat any Level 1 behaviour, I may get a level 2 consequence.	- I will need to say sorry - My Class Teacher will be told - I will have 5 minutes Playground Payback or Timeout
Level 2	- I am too rough when I am playing and hurt people on purpose - I threaten someone or make mean comments - I am rude to any grown up or child at Finton House - My actions make others feel uncomfortable If I repeat any Level 2 behaviour, I may get a Level 3 consequence	- I will need to say sorry and write a letter to them - I will have 10 minutes of Playground Timeout - My Class Teacher will be told - The Lower school, Middle school or Upper School Phase Co-ordinator will be told - Adults at home may be told - It will be written down on the school's behaviour list on the computer
Level 3	- I deliberately fight, punch, kick, spit or bite someone - I use swear words or rude words - I bully someone online or in person	- I will be taken straight to the Assistant Head: Wellbeing or Deputy Head - The Headmaster will be told - Adults at home will be told - I will be given a Detention - It will be written down on the school's behaviour list on the computer

Consequences for poor behaviour are also given for behaviour off the school premises, for example: on the swimming bus, at the playing fields, at other schools, on the Common etc.



Lower School Behaviour Chart

I am... - feeling fizzy - needing time to calm - in the blue or yellow zone - finding it hard to listen - needing my own space	Calm time
I am... - using unkind hands - using unkind words - disrupting the learning - in a friend's bubble	thinking time 1 minute
I am... - not showing respect - too rough with my friends - rude to friends or teachers - hurting someone on purpose	time out 5 minutes



Lower School Behaviour Chart

I am...	Calm time
I am...	thinking time 1 minute
I am...	time out 5 minutes

Appendix E - Framework for Sanctioning Unsatisfactory Work

Unsatisfactory Work		
Definition	Actions	Recorded
1st and 2nd 'Unsatisfactory Work' Given for a lack of effort, lack of pride, absence of care or lack of amount based upon knowledge of the individual.	Teacher sees the child & talks through work & their written comment. If the work is for a subject specialist, the class teacher should be informed. Child redoes work at school. Playground payback usually given.	Recorded on children's work
3rd 'Unsatisfactory Work'	As above and parents are contacted by the Class Teacher to share concerns and create an understanding as to the way forward.	Teacher records on CPOMS.
Further 'Unsatisfactory Work'	As above and A member of the JLT/SLT supervises a Work Detention on Friday and speaks to the child about their work. An Academic Report Card is likely to be administered and staff informed. The Head and Academic Head are notified.	Head of Wellbeing on CPOMS. Parents are rung up by the Head/Deputy Head and asked to meet the Class Teacher and the Head/Deputy Head. Parents notified about the arrangements for an After School Work Detention.

Appendix F – Pastoral Care Team

At Finton House pastoral care is of paramount importance. The class teacher is the obvious first step. In addition, the following teachers also provide valuable support.		
Name	Title	Responsibility
Catherine Gomez	Deputy Head DSL	To support phase leaders and Wellbeing Assistant Head
Nicki Soames	Assistant Head of Wellbeing Designated Lead – Mental Health and Wellbeing Upper School Class Teacher	To assist, monitor and follow up with all behavioural issues both positive and negative in keeping with the current policy. To assist and support with any pastoral concerns parents may have and meet with them as required. To assist and support with any pastoral concerns teachers may have and meet with them as required. To keep pastoral care policies relevant and updated.
Sarah Cooper	Houses Co-ordinator Lower School Assistant	To monitor and tally weekly house points and record on the system To inform school of winning house each week and hoist flag To monitor, record and create House Point Certificates for assemblies To monitor, record and create end of term House Point Certificates and Shield for end of term prize giving. To coordinate and support Heads of House .
Emma Bransby	Upper School Assistant	To provide ideas and activities for use in the classroom to promote positive emotional wellbeing and behaviour. To provide pastoral resources for individual children when required.
Susan Dalton	Deputy DSL Upper School Class Teacher	To assist Deputy Head and Assistant Head of Wellbeing in following up any pastoral issues that may arise. To encourage opportunities for discussion to take place. To train children in conflict resolution so that they can assist in playground.
Sasha Jones	Deputy DSL	To assist Deputy Head and Assistant Head of Wellbeing in following up any pastoral issues that may arise especially in Early Years To encourage opportunities for discussion to take place especially with younger children. To train younger children in conflict resolution so that they can assist in playground.

Pandora O'Brien and Lettie Sale	PSHEE/RSE Coordinators	To work with staff and children to help instill values that will develop the whole child through assemblies and PSHEE lessons.
Kat Kannides	Listening buddy especially for LS and MS	To encourage opportunities for discussion to take place
	Bereavement Team	To provide specific support to children/staff who are suffering from a bereavement
In addition, the following staff are able to provide additional support if required as detailed.		
Deliwe Elliot	Learning Support Coordinator (SENCo)	To provide help for children, if required. Encouraging and allowing children to talk about their concerns in a supportive, non-threatening environment. (Certificate in Counselling - 2004)
Nadia Azlen Deborah Lee	Peripatetic School Counsellors	To provide counselling sessions for children requiring emotional support in school.
Rachael Collins Kat Kannides Mary Kleczkowski	ELSA trained assistants	To provide one to one or group support for children with identified needs
Nicki Soames Anna Rowan Sasha Jones Charlotte Gates Helen Hallett	AH Wellbeing Assistant Class Teacher Class Teacher Assistant	To provide Mindfulness counselling and support throughout the school.
Nicki Soames Susan Dalton Susannah Moore Lettie Sale Anna Rowan Rachael Collins	AH Wellbeing Class Teacher / DDSL Head of Art Class Teacher / PSHEE Class Assistant Class Assistant / ELSA	Mental Health & Wellbeing Support Group Meet termly and provide ideas for wellbeing initiatives e.g. Anti-bullying week and Children's Mental Health Week

Policy Oversight

Policy Author/s: Catherine Gomez (Deputy Head – Pastoral)
Nicki Soames (Assistant Head – Wellbeing)

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SLT Policy Oversight: Ben Freeman, Head

Governing Committee: Pastoral

Governor Name: Flora Ellison