



Behaviour Policy **(including Rewards and Sanctions)** **Preparatory School, including EYFS**

Rationale

At Edgbaston High School for Girls, we are committed to nurturing the potential and strengths of every girl within a supportive, happy and well-disciplined environment. As part of our commitment to developing the 'whole pupil' we provide education within a supportive and community-spirited environment.

The Government advise that schools 'should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community.' This policy has been created to ensure that all pupils have the right to learn and all teachers have the right to teach. Parents/carers also have the right to be provided with information about their child's progress and behaviour. At Edgbaston High School the expectation is that all three parties work together in order to facilitate learning and maintain high standards of teaching and learning. Working together, pupils should be physically and mentally prepared for the school day and to learn.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how our pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**.
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This policy needs to be read and operates in conjunction with the following linked policies:

- Pastoral Handbook
- Anti-bullying policy
- Safeguarding policy
- School Rules
- Edgbaston High School Terms and Conditions

Objectives

- To encourage an ethos which has positive expectations about behaviour and which nurtures the development of trust, respect and consideration for others
- To establish clear guidelines in respect of school rules, rewards and sanctions
- To praise and reward good behaviour
- To encourage children to take responsibility for their own behaviour and to know right from wrong
- To promote self-esteem, self-discipline, proper regard for authority and positive relationships, based on mutual respect
- To develop the school as a community involving pupils, parents and staff (teaching and non-teaching).
- To promote a culture of praise and encouragement, in which all pupils can achieve

Success Criteria

Pupils behave well in an environment where they feel safe, respected and confident to share their concerns. Positive behaviour is encouraged during the school day, at Before and After School Care, in Co-Curricular clubs and activities and whilst on school outings.

Positive behaviour is defined as (but not limited to):

- A respectful, positive attitude towards self and for all other members of the school community.
- Appreciating, respecting and celebrating that everybody is different and of equal value.
- A respect for the environment and belongings.
- Accepting that actions have consequences and being responsible for own behaviour.
- Good manners at all times.
- Helping and being kind to others.
- Zero tolerance approach to bullying.
- Good attendance and punctuality.
- Taking a full part in lessons.
- Completing classwork and homework to a good standard.
- Being fully prepared for all lessons.
- Helping others
- Listening to and following instructions.

The general school rules (Appendix 1) are guidelines that are regularly reinforced with the pupils by the staff. The Prep and EYFS Behaviour Codes (Appendix 2) are displayed around school and also in pupil planners and provide a more succinct set of rules that we expect all pupils to adhere to.

If pupils observe these guidelines, effective teaching and learning can take place in a safe, well-ordered environment. Every girl will then be able to achieve her full potential in all areas of school life.

Success will be measured by how effectively pupils take responsibility for their actions, self-regulate, and how well they follow the school rules.

Methodology

1. Implementation`

To achieve this, the organisation of the school includes:

The Pastoral System

- This provides a clear and supportive structure of pastoral support to encourage pupils to take responsibility for their behaviour. A 'whole pupil' approach is adopted at all times.
- Pupils are actively encouraged to seek advice from staff about problems they cannot solve for themselves and concerns they may have. They may speak to any member of staff who they choose which may include:
 - Form teacher
 - Deputy Head
 - Assistant Head, Pre-Prep
 - Head of Year Three & Four
 - Head of Year Five & Six
 - SENCO
 - School Matron
 - Head of Preparatory School
 - Any trusted adult

- A School Counsellor is available to meet with pupils who have been 'triaged' by the Deputy Head.
- If pupils have difficulty in voicing their concern in person they can note their concerns on paper and these will be dealt with by a member of the pastoral staff team. This may be a classroom-based system or the Deputy Head or Assistant Head's 'worry box,' which will be dealt with by the Deputy Head or Assistant Head.
- In Pre-Prep pupils are encouraged to talk to the staff or concerns may be shared by parents on their behalf.
- Early help enables staff to target pupils of concern.
- Staff Briefings contain information about pupils and concerns raised so that a consistent approach to rewards and sanctions is adopted.
- A weekly Pastoral Briefing with 'Children of Concern' is emailed to all staff each week and noted on the Pastoral section of the Staff Tile.
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Curriculum

- The Curriculum is delivered by varied, adaptive, teaching methods which are differentiated by staff to suit different aptitudes. This helps to foster self-esteem by ensuring that each pupil can access the curriculum to the best of her ability.
- A comprehensive programme of PSHEE/RSE/PSED addresses issue relating to behaviour, relationships and building self-esteem. All pupils are encouraged to see themselves as important members of the school and wider community.
- Pre-Prep and Prep receive guidelines and regular updates on identification of and planning for pupils with individual learning needs, including those who are More Able and Exceptionally Able.

Involvement of Staff

All staff are involved in the implementation of this policy and there is recognition of the vital role they play in promoting good behaviour and in reducing the incidence of problems. (See appendix 3, behaviour flow chart)

- **Form Teacher** – has primary responsibility for caring for and monitoring the behaviour of individual pupils on a day-to-day basis. The Form Teacher is the first point of contact for parents.
- **Head of Year Three & Four/Head of Year Five & Six** – have an overview of the respective year groups supporting teachers and individual pupils wherever necessary. If a pupil exhibits persistent behaviour issues they may be referred to the Head of Year Three & Four or Head of Year Five & Six. The Assistant Head, Pre-Prep is responsible for managing behaviour from Nursery-Year Two. General issues to be recorded on Well Being Manager in the first instance. These will be upscaled to MyConcern if they persist or recorded directly on My Concern depending on seriousness of issues.
- **Deputy Head / Assistant Head, Pre-Prep** – for more serious misdemeanours such as physical behaviour or lack of response to support system so far pupil may be referred to Miss Robinson, Deputy Head or Mrs Robinson, Assistant Head, Pre-Prep. To be recorded as above.
- **Head of Prep School** – is responsible for the overall behaviour in the Preparatory School and deals with serious breaches of behaviour or issues referred by the Deputy Head or Assistant Head, Pre-Prep. To be recorded as above.

General expectations of staff

- To lead by example, creating a calm, purposeful atmosphere necessary for high achievement, by setting themselves the highest professional standards and following the staff code of conduct.

- To make behavioural expectations clear and consistent. achieve good discipline by providing a firm, fair and consistent set of expectations
- To consistently and fairly deal effectively with poor behaviour. Any criticism should be directed at the actions rather than individual responsible for them
- To listen to all sides in any dispute
- Start afresh after any incident
- All staff should take responsibility for their behaviour in their own classrooms and around school.
- To treat pupils with dignity, building relationships rooted in mutual respect
- To plan lessons that engage, challenge and meet the needs of all pupils
- To have high expectations of all pupils
- To implement consistent practice across the school using agreed school routines and procedures
- To reward pupils who work hard or show exceptional levels of effort using the Department rewards system
- To liaise with parents to discuss concerns regarding their child's progress and or behaviour
- To document all incidents as appropriate using Wellbeing Manager or My Concern
- Refer matters to other staff where appropriate in accordance with the Prep School Behaviour Flow Chart.

Involvement of Parents

- There is an active partnership with parents in order to promote good behaviour. Parents are actively encouraged to contact staff if they have any concerns.
- Parents have access to their daughter's Form teacher in person at the end of the school day or via email or pupil planner / reading record / Seesaw to highlight concerns or issues.
- An Information evening takes place early in the Autumn Term to set expectations for the year ahead.
- Members of staff will ensure there are good lines of communication so that parents receive positive feedback as well as being able to be involved early in any behaviour issues. Parents would be contacted if staff had any concerns.
- There are two designated parents' evenings during each academic year with individual appointments with the child's Form Teacher.

Expectations of Parents

- To ensure that pupils are dressed in regulation school uniform and equipped for the school day.
- To discuss with their children the expectations that the school has regarding behaviour to ensure that they understand what is expected of them
- To support the school in applying rewards and sanctions
- To inform the school of any special educational needs or personal factors that may result in their child displaying unexpected behaviour
- To be prepared to attend meetings at the school with staff to discuss their child's behaviour
- To understand that their child is part of a community and that whilst every effort will be made to accommodate the needs to of a pupil, there are limitations to wider provision
- To lead by example and engage with teachers and the wider community with respect to both face to face and online
- To monitor their child's online activity outside of school hours and ensure appropriate parental controls are in place at home to prevent their child accessing inappropriate content.

It is also important to highlight the contractual obligation parents have in relation to their behaviour or conduct, as set out in the Terms and Conditions that are issued to all parents when a place at the school is accepted.

Although rare, any behaviour or conduct that is unreasonable, causes a breakdown of trust and confidence, adversely affects any pupil at the School, affects the wellbeing of School staff, or brings the school into disrepute could lead to the removal of a pupil from the School.

A non-exhaustive list of parental conduct that might lead to required removal includes;

- Threatening or intimidating staff, pupils or other parents
- Harassment, including online abuse
- Using offensive language
- Refusing to follow school procedures

Involvement of Pupils:

- To consider pupil views when formulating classroom rules, in order to ensure they are relevant and to foster a sense of commitment.
- Pupils are treated as individuals with recognition of individual achievements
- Guidance is given to those who need help to modify their behaviour
- Opportunities are given for pupils to take on responsibilities which enable them to make a full contribution to maintaining good standards of behaviour
- The PSHE / RSE curriculum, along with pupil and staff led assemblies nurture pupils' spiritual, moral, social and cultural development and equips them to be thoughtful, caring and active citizens.

Expectations of pupils

- To follow the school behaviour code and behave in a manner in which they treat every individual and the school with respect
- To strive to demonstrate the school values each week (Perseverance, Courage, Creativity, Aspiration, Responsibility, Excellence, Inclusivity)
- To ensure that they try their best at all times
- To behave in a way that allows every member of the class to be able to learn free from disruption.
- To complete any tasks reasonably assigned to them in connection with their education.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

We have considered how our whole-school approach meets the needs of all pupils in the school, including pupils with SEND as it is important that every pupil feels they belong to our school community. There are high expectations for all pupils and it is important these are maintained for all pupils, including those with SEND.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Staff will work closely with parents to, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Preventative measure may include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism, trauma and ADHD.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Rewards and Sanctions

There is a clear policy on rewards and sanctions to facilitate consistency of approach.

Primarily we seek to encourage positive behaviour through our comprehensive rewards system. It is the aim of the school to reward and praise pupils for a wide range of achievements and successes.

REWARDS

House Points

For girls from Reception to Year Six, House points are awarded for good behaviour, good effort, kindness, demonstrating our school values and for positive involvement in the school community, including representing the school in competitions such as the Junior Language Challenge or Primary Maths Challenge. These are awarded by staff and girls may put a coloured token in their House token tube.

House points may also be earned by contribution to House competitions.

Minor House competitions (*For Example: One Big Termly Brainwave etc*)

1st-100

2nd-50

3rd-25

4th-10

Major House Competitions (*For Example: Sports Day, Poetry Slam etc*)

1st-250

2nd-125

3rd-75

4th-25

House Cup

The House Cup is awarded at the end of each term to the House which has collected the most House Points.

Courtesy Counts

These are given directly to children who are particularly polite, well-mannered, helpful or kind to adults or children. These are posted in the year group boxes and a draw is made for a prize for a child in each year group at the end of each half-term.

EHS Values awards

Each week, these are awarded to one pupil in each class for effort or achievement in accordance with one of the school values:

- Aspiration
- Courage
- Creativity
- Excellence
- Inclusivity
- Perseverance
- Responsibility

These can be awarded by subject specialist staff as well as Form Staff.

Headteacher Awards

These are to be awarded for exceptional effort, achievement or behaviour. Awards will be recorded on the school 'one drive' system and may be presented in Celebration Assembly or directly to a pupil either in the classroom or in the Head of Prep's study.

Year Six Leavers Awards

At the end of the academic year a Year Six Speech Day is held to note the contribution of Year Six girls to the school. Prizes are awarded for academic achievement, endeavour and personal merit and each pupil is also awarded with a certificate recognising an individual contribution they have made to the school. The criteria and selection methods for these prizes are:

Academic attainment – based on a pupil's overall grades, classroom contribution and attitude to learning.

Progress & endeavour awards – to recognise pupils who have put in consistent effort regardless of their top-tier standing.

Specialist Subject awards (eg Art, Music, PE, MFL) - Specialist teachers nominate stand out pupils in their respective classes based on performance, attitude and engagement

Citizenship & Values awards – Pupils are shortlisted by teaching staff, taking into account contribution and involvement in co-curricular activities, a willingness to support the wider school community and a positive approach to pastoral support of younger year groups.

To ensure fairness and to prevent a single child from sweeping multiple categories, the Senior Leadership team take the shortlisted candidates and cross-reference nominations to agree on the final recipients.

Additional rewards

A range of rewards is available to staff to help promote self-esteem, hard work and positive behaviour. Some rewards are immediate and others are celebrated in the weekly Celebration Assembly and on the Nursery to Year Six highlights on the school website. The criteria for issuing of awards, certificates and House points are agreed and monitored by each year group. Within classes, staff may use different rewards and incentives appropriate to the age of pupil and personalised to individual / group needs. In EYFS many of these examples are also followed:

- **Verbal and written praise**
The approval of the teacher is very important in rewarding and reinforcing both good work and behaviour. Positive feedback given publicly demonstrates the type of work and behaviour that is most valued.
 - **Stars and stickers**
In Prep, Year group teachers use stars / stickers / symbols / stamps to recognise good work. This is discussed and agreed in individual year groups. These awards contribute to House points.
 - **Independent Learning Award / Subject Challenge Award**
This award is to be presented for independent learning in the classroom or following up any challenge set including the Subject Challenges set each half term. Individual competitions will also acknowledge independence on certificate.
 - **Celebration Assembly**
 - All achievements from both in and out of school are recognised either in the classroom or in the weekly celebration assembly and any badge, certificate or trophy can be presented or behaviour acknowledged. These achievements may also be noted in Prep News on the school website.
- Positions of Responsibility**
- Girls have the opportunity to demonstrate responsibility by undertaking a variety of roles during the year including the appointment of a Head and a Deputy Head girl, Form Captains, Charity Reps and Eco Reps. In Year Six, girls are also elected to represent the School as

Prefects, Games Captains and House Prefects. Additional roles of responsibility are created by different staff members as appropriate.

The Head and Deputy Head Girls- these are voted for by pupils and staff and girls are also required to write directly to the Head of Preparatory School to persuade her why they should or should not be considered.

Sports Captains – these are decided upon by the Head of Prep PE, taking into account attitude, contribution and aptitude. (Please note: Head Girl and Deputy Head girl positions take priority)

House Prefects – girls are required to plan and deliver a speech to the pupils and staff in their respective houses and a vote is then held. (Please note: Head Girl and Deputy Head girl votes trump House Prefect votes, which may result in second or third placed candidates being successfully appointed)

Sanctions

In the Preparatory School of EHS we have high expectations of our pupils. The girls are generally well-behaved but we understand that young children make mistakes and believe it is part of their learning to recognise these mistakes. This is particularly relevant in the EYFS where issues are mainly addressed by the form teacher / Assistant Head, dealt with at the time of occurrence where possible. We aim to guide the children towards a change of attitude or behaviour by explaining what the child did wrong and how they might deal with a similar situation in the future.

However, when a pupil is not meeting the required standard we take appropriate action. Our ethos in this respect is one of restoration and consistency across the school. If a girl misbehaves it is important to demonstrate the connection between the unacceptable behaviour and the expectations of the Behaviour Code.

Any sanctions will be reasonable in all circumstances and we reserve the right to make adjustments to take account of the pupil's age, any special educational needs or disability and any other special considerations or requirements.

It is also important to deal with incidents of misbehaviour in a consistent manner and on the same day as far as possible whilst recognising the individual needs and circumstances of each girl.

It is the aim of the school to be positive rather than negative. However, a sanction will be issued when a pupil is in breach of the school's clear framework of expectations. Any sanction will be appropriate for the misdemeanour and should seek to avoid humiliation or damaging a child's self-esteem. Form staff should be informed of any sanctions imposed and all sanctions should be logged using Wellbeing Manager on iSams.

Procedure – Years 1-6

(See Pupil Flow Chart – Appendix 3)

Behaviour Level	Example of Behaviour	Possible consequence	Staff involvement
1	Minor infringement of school rules eg. *Failure to follow instructions on repeated occasions *Lack of respect towards others *Frequent lack of correct equipment for lessons *Low Level friendship issues	*Verbal reprimand / apology *Working outside the classroom *Guidance as to how to improve situation *Recorded on ISAMs if low level behaviour as continued after initial reminder	*Form Teacher *Assistant Head of Heads of Year may be informed /discussed at Year Group Meeting if appropriate.

2	*Repeated behaviour already dealt with by the Form Staff *Escalation in friendship issues etc. *Issue that has affected/involved whole Year Group *Low level physical behaviour	*Verbal reprimand *Apology (verbal or written) where appropriate *Missing a club or activity *Recorded on ISAMs	*Assistant Head of Heads of Year within Key Stage as appropriate *Parents likely to be informed
3	*Continuation of behaviour from Stage 2 *Series of different misdemeanours *Serious physical behaviour *Bullying	*Written apology *Lunchtime detention *Behaviour reflection *Daily report or Behaviour support plan *Recorded on ISAMS / My Concern	*Deputy Head *Parents likely to be informed *Form teacher / YGC to be kept informed
4	*Escalation / lack of improvement from Stage 3 *Serious incident requiring involvement of Head Teacher	*Head Teacher's detention *Internal suspension *Suspension *Required removal *Exclusion / expulsion *Recorded on ISAMS / My Concern	*Head Teacher of Prep *Head of Whole School will be informed *Parents will be informed

- **Verbal reprimand (Teacher / Form Teacher) Stage 1**

A teacher's disapproval will often be sufficient sanction for dealing with minor misdemeanours in the first instance. The child should have their behaviour explained and that it is the behaviour that is unacceptable not the child. They should be guided on how to behave in a similar situation in the future.

The Form teacher should always be informed so that behaviour can be monitored and incidents should be logged on Well Being Manager on iSAMS.

Examples may include:

- Low level disruption in class
- Lack of engagement in lessons / distraction of others in lessons
- Failure to follow instructions
- Rudeness
- Lack of correct equipment including forgetting PE kit (for upper KS2)
- Repeated failure to complete or hand in homework
- Low-level playground incidents
- Friendship Fall outs

- **Verbal reprimand / sanction (Assistant Head of Heads of Year) Stage 2**

If unacceptable behaviour continues or is unacceptable in the classroom the child should be referred to the Assistant Head (Nursery – Year Two) Heads of Year (Three & Four or Five & Six) Matters may be dealt with during circle time or PSHE lessons with a whole class or year group. Examples may include:

- Repeated behaviour already dealt with by the Form Staff
- Failure to hand in mobile phone to the Office
- Escalation in friendship issues

- **Verbal reprimand / sanction (Deputy Head) Stage 3**

Child to be referred to Miss Robinson, Deputy Head if there is no further improvement or child is needing to be seen for series of different misdemeanours. Parents may be informed at this stage.

Examples may include:

- Potential bullying issues
- Damage to school property
- Physical behaviour eg hitting / punching / kicking
- Ongoing classroom disruption
- Safeguarding concerns
- Issues brought by Assistant Head or Heads of Year at their discretion

- **Head of Prep School Stage 4**

Child to be referred to Head of Prep if no improvement. Parents to be informed.

Examples may include:

- Aggression towards a fellow pupil
- Swearing, racist remarks or threatening language.
- Homophobic and sexist remarks and derogatory language.
- Inappropriate use of technology
- Online bullying
- Issues that continue beyond action taken by Deputy Head or Assistant Head, Pre-Prep
- Issues raised by Deputy Head at her discretion

Parents can be contacted at any stage as appropriate which may be informal in the first instance. All incidents / records of conversation should be logged on Wellbeing Manager (ISAMs) or My Concern.

Sanctions

- **Apology**

A child should always be expected to apologise verbally (on same day) or in writing (by the following day) for a misdemeanour against another child or an adult. It should be clear to the child what they are apologising for and what they have done wrong.

- **Time out**

Removal from a situation would be a suitable sanction. A child may be removed to work with a Teaching Assistant in The Learning Hub or sent to the HoY's classroom.

- A child may be required to miss five minutes of their break time or lunchtime play or asked to spend five minutes standing with the teacher on duty, away from their friends.

- **Playground Misbehaviour**

Unacceptable behaviour on the playground should be recorded on Wellbeing Manager to ensure any patterns can be tracked by the Deputy Head or Assistant Head, Pre-Prep. A child may also be made to stay near the teacher or withdrawn from the playground and sent to Prep Office. Form teacher should be informed.

- **Withdrawal of Activities**

For more serious behaviour higher up the school a child may be stopped from taking part in an activity or club. Pupils should not be withdrawn from activities that are paid for but girls can be informed that they may not be allowed to continue with the activity in the future. Parents to be informed.

- **Lunchtime Detention (Prep)**

This might be imposed for repeatedly incomplete homework or more serious misbehaviour following referral to Deputy Head (Stage 3). Parents would be informed that this had taken place. **Behaviour Reflection Sheet** proforma to be used in a lunchtime session when child has been kept in for a detention. (See Appendix 4)

- **On Report / Behaviour Support Plan**

Girls may be put on daily report for continued concerns regarding work or behaviour. This would be used in consultation with the Head of Prep using a suitable Report Card proforma. This may need to be signed after each lesson or at the end of the day. It would be reviewed with parents and child either daily or weekly, as appropriate and should take into account a child's individual needs or circumstances.

- **Headteacher's Detention (Prep)**

For more serious misbehaviour child could undertake a detention with the Head of Prep which would be at lunchtime or after school. Situation would be fully discussed with parents.

- **Internal Suspension or Suspension**

These may be used to deal with serious offences at the discretion of the Head of Prep
Internal suspension, whereby the child spends the day in school, completing all required work away from her peers.

Suspension, whereby the child spends the day at home, completing all required classwork.

- **Required Removal**

For repeated offences, where repeated sanctions have not resulted in improvements in behaviour, a parent may be required to remove their daughter from the school, in line with the terms of the Parent Contract.

- **Exclusion or Expulsion**

Exclusion or expulsion from the school may be used to deal with serious offences at the discretion of the Head of Prep and the Headmistress.

Where events have taken place which might result in a long-term suspension or permanent exclusion (expulsion):

- Parents will be informed and requested to come into school to participate in a discussion after which they may be asked to take the pupil home.
- The Head of Prep or the Headmistress will decide on the appropriate sanction and the Chair of the Governing Body will be informed.
- The Head of Prep or Headmistress's decision, which will be final, will be confirmed in writing to parents and a copy of the letter kept on the pupil's file.
- In the case of a long-term suspension the pupil will return to school after the period of the sanction is completed, pastoral support will be put in place to allow a smooth transition into school.
- For the avoidance of doubt permanent exclusion precludes any return to school.

Where there is cost implication for the damage that has been caused to the school property, families may be asked to contribute to these costs.

Should parents disagree with the Head of Prep or Headmistress's decision they may appeal using the School's Complaints Procedure.

Recording

Any minor sanctions dealt with at Form Teacher level should be recorded on the Well Being Manager on ISAMS which can be viewed on a timeline by any member of staff. This will allow for any behaviour patterns to be established. Logs will be reviewed regularly by Prep SLT.

It is important that serious incidents, including all deliberate, unkind physical acts, should be written up fully and logged on ISAMs or MyConcern as appropriate.

Serious sanctions will be recorded centrally by the Deputy Head and kept by the Headteacher in the Pupil's file.

Corporal Punishment

Corporal punishment is illegal and **will not be used or threatened** in any circumstances by any member of staff at EHS.

Physical Intervention

Physical intervention is only permissible in order to take immediate control of a potentially dangerous situation and to end or significantly reduce the risk of harm to a pupil and others around them. It should only be used as a last resort when all efforts to diffuse the situation have failed.

Physical intervention involves some form of physical contact and application of force to guide, restrict or prevent movement. This may range from touching, guiding or escorting a pupil, up to holding or physically restraining and seclusion. All incidents of the use of physical intervention should be recorded in writing as soon as possible after the event on an Incident Form and reported immediately to the appropriate Designated Safeguarding Lead member of staff who will decide what to do next. A debriefing involving the pupil, appropriate staff members and parents, if deemed necessary, should follow at a later stage.

2. Monitoring

- The policy will be reviewed in consultation with staff.
- Any major changes to the policy will be communicated with parents and governing body.

Evaluation and Review

The Prep School Deputy Head will review the policy annually and make any necessary updates or changes.

Signed by the Headmistress: Carlauro

Signed by the Head of Prep N. Hobson

Approved by
The Governing Body

Approved by the Governing Body: _____

Date: 1/9/26

Review Date: July 2027

APPENDIX 1



Pre-Prep School Rules (Pupils)

Arrival

- For Before School Care, girls should report to the Prep Hall Annexe from 7.30am then to Prep Library from 7.50am to sign in.
- Westbourne gates and front door open at 8.20 for Nursery & Kindergarten girls to be dropped off. These will be closed at 8.50.
- Girls from Reception should be dropped off at the Reception outdoor classroom gate between 8.15am and 8.40am
- Girls in Year One & Two may be dropped off on the Prep playground between 8.15am and 8.40am.
- All girls should be in school by 8.40am. Arrivals after this time take adults away from valuable teaching time.

Inside School - General

- Girls should walk about the school in an orderly manner and go up and down staircases keeping to the LEFT.
- Girls should walk in single file and quietly to and from assembly. They should enter the Hall and sit quietly.
- Prior to mid-morning break girls may eat fresh fruit or vegetables only. No biscuits or other snacks allowed.
- Milk can be provided for Nursery, Kindergarten & Reception children or girls may bring a NAMED, refillable bottle of water.
- No girl may leave the Pre-prep School grounds without permission or adult accompaniment.

Classrooms

- Simple child friendly rules are displayed in each classroom, and discussed verbally e.g. using kind hands.
- Guidance for using computers safely are discussed and displayed in classrooms.

Dining Room Rules

- Good table manners will be encouraged at all times.
- Girls should remain seated and not move around the room.
- Year One & Year Two girls should walk to the hatch quietly and wait to be served.
- Be aware of Senior School examinations when signs are out.
- Girls should walk to and from the dining room and must listen to adult instruction, especially when moving through the corner of the car park.

Playground Rules

General

- Members of staff on duty will be identifiable by wearing a high-vis jacket.
- Pupils must remain in sight and hearing of staff on duty.
- Girls should not pick each other up.
- Girls show respect for personal space and only use their kind hands.
- Girls are encouraged to report any upsets /accidents to a member of staff outside.

- Girls should respect nature and not pick flowers or plants,
- No swinging on the bars outside classrooms.
- Girls should ask before entering the building to use the toilets.
- Gates are only to be opened by adults.

Equipment.

- No equipment is used before or after school unless in ASC.
- Girls may use the equipment in the boxes unless it is very wet. Children must tidy up when instructed by a member of staff.
- All equipment must be used in a safe and sensible manner to avoid accidents.

A whistle or handbell will sound at 12.55pm and all children must stand still. A second whistle or handbell will sound and girls should line up.

Uniform

- Uniform list is found on the school Website. Girls are expected to have a full set of uniform to ensure that they can participate in all activities, including PE, swimming and outdoor learning.
- All property should be clearly named in a place the child can see.
- Girls must not wear jewellery with the exception of earrings.
- Earrings should be small, plain, discreet studs only. Ear piercing should be done at the start of the summer holiday. Earrings need to be covered or removed for all PE lessons and removed for swimming lessons.
- Girls may wear navy tights or navy socks in the winter. In summer navy socks should also be worn. Cycling shorts / short leggings should not be visible beneath the school dress.
- Jumpers are not to be worn around waists.
- Hair below shoulder length, should be tied back with natural hair colour, navy, bottle green or black ribbons/hairbands.
- Aprons should be worn for messy art activities.

Departure

- Girls in Nursery and Kindergarten may be collected from 3.15pm by using the green gate closest to the senior gym. Parents should wait outside for their daughter to be dismissed.
- Reception girls should be collected from the gate to their outdoor classroom on the Prep playground at 3.15pm.
- If not collected by 3.30pm girls will be placed into After School Care.
- Girls should leave school wearing coat or blazer unless given permission not to in very hot weather.
- Girls should be collected from After School Care by 6.00pm.



Prep School Rules (Pupils)

Arrival

- For Before School Care, should report to the Prep Hall Annexe from 7.30am then to Prep Library from 7.50am to sign in.
- When you arrive at school go straight to the Prep playground which is supervised from 8.15am.
- Refer to the rota showing days for girls to play on the Trim trail.
- Do not enter the school building unless told to because it is wet, to sign in for a club or to do a Prefect duty.
- A bell will be rung at 8.40 am. Girls should line up in forms and enter school.
- All girls should be in their classrooms by 8.45am.
- If classes have left the playground, all pupils should enter school through the main Prep reception entrance door.
- Any girls arriving after 8.40am should sign in at the Prep Reception.

Inside School - General

- Girls should walk about the school in an orderly manner and go up and down staircases keeping to the LEFT.
- Girls should walk in single file and quietly to and from assembly. They should enter the Hall and sit in silence.
- At mid-morning break girls may eat fresh fruit or vegetables only. No sweets or biscuits are allowed.
- Girls should bring a NAMED, refillable bottle of water to school each day.
- No girl may leave the Prep School grounds without permission.

Dining Room Rules

- Walk in single file sensibly and quietly along the terrace to the Dining Room.
- Wait quietly by the hatches and choose food quickly.
- All girls from Year Three-Year Six may use the salad bar.
- Girls should eat sensibly – remember table manners.
- Plates may be cleared when told by the person on duty.
- Walk quietly and join the queue (if there is one) for a choice of pudding.
- Girls will be dismissed by the members of staff on duty from 12.25pm
- Girls should walk sensibly along the terrace to the playground or to a club.
-
- Be aware of Senior School examinations when signs are out.

Playground Rules

General

- Members of staff on duty will be identifiable by hi-viz jackets.
- Pupils must remain in sight of staff on duty.
- Girls are not to play on the muddy slope behind the Trim Trail, the rockery, car park, boggy area down the hill or slope near the steps.
- Girls should be encouraged to play with their own year group.
- Girls should not pick each other up.
- Girls show respect for personal space and only use their hands in friendship.
- Quarrels or upsets which cannot be sorted out in a friendly way should be reported to staff

on duty.

- Girls should respect nature which will not involve swinging on the trees or picking flowers or plants, with the exception of daisies or fallen leaves!
- No swinging on the bars outside classrooms or the rails around the car park.
- Girls may go 'down the hill' on dry days when given permission by staff on duty.
- The bell should be rung by a member of staff on duty, rather than pupils.

Equipment

- No equipment is used before or after school. Trim trail is for use by designated year group only.
- Girls may bring a ball or skipping rope from home, but other toys or equipment from home is not permitted. Any items from home should be clearly named and are brought at the child's own risk
- At lunch time if there has been a lot of rain there will be no equipment out
- The staff on duty will get out the containers of equipment. If girls have their own equipment, it should be collected immediately on return from lunch.
- Girls are not allowed to return to classrooms to collect anything without permission from a member of staff on duty.
- A whistle will sound or bell will be rung at 12.55pm pm to line the children up All equipment must then be returned to the containers.
- If girls borrow a piece of equipment, they must return it
- Girls will be responsible for the collection of all equipment at the end of lunch break.
- All equipment must be used in a safe and sensible manner to avoid accidents.

Games Field / Allotment

- Girls must be accompanied down or back to the field or allotment.

Uniform

- Uniform list is in Prep Handbook
- All property (including watches if worn) should be clearly named.
- Watches worn in school must be clearly named and should ideally have an analogue face. Smart watches are not permitted. . Other than for students who use their smart watches for medical reasons with prior written agreement from the Head of Prep. Girls are not allowed to wear jewellery other than earrings, school badges or religious jewellery. This should not be worn in PE lessons. (Sikh bangles should be covered with sweat bands for PE).
- Earrings should be small, plain, discreet studs only. Ear piercing should be done at the start of the summer holiday. Earrings need to be removed or covered for all PE and swimming lessons. Girls must be able to remove their own earrings.
- Girls may wear plain navy tights or plain navy socks in the winter. In summer navy socks should also be worn. Patterned socks or socks with bows are not permitted. Cycling shorts / short leggings should not be visible beneath the school dress.
- Jumpers are not to be worn around waists.
- Hair below shoulder length, should be tied back with natural hair colour, navy, bottle green or black ribbons/hairbands.
- Overalls should be worn for art, and for science by older girls.
- Money, particularly if a larger sum, if needed at school should generally be handed to the teacher for safe keeping and not left in a bag or desk.
- Mobile phones are not permitted in school. If a pupil travels via public transport and requires a mobile phone for safety, this should be communicated to the Head of Prep in writing and the mobile phone should be delivered to the School Office for safe keeping on arrival at school and collected at the end of the school day. The use of Mobile phones in school is not permitted and any pupil found to be doing so will be appropriately sanctioned in line with the Behaviour policy.

Departure

- Girls in Reception, Year 1&2 can be collected from their classroom doors via the Prep playground.
- Girls in Years 3-6 will come to the Hall where they will be dismissed by Form staff onto the School terrace
- Girls in KS1 who have a sister in KS2 may be delivered to the Library to wait for their sister at 3.30pm.
- If not collected by 3.40pm girls should go to After School Care.
- Girls should leave school wearing coat or blazer unless given permission not to in very hot weather.
- No girl may leave the school premises to walk home without adult supervision unless prior, written permission has been sought from the Head of Preparatory School.
- Only fruit, raw vegetables or breadsticks are permitted as a snack for after school clubs. It is important they follow our 'nut free' and healthy snack protocol.
- Girls should be collected from After School clubs via the main Prep reception
- Girls should be collected from After School Care via the Library door, accessed via the Terrace

Appendix 2



BEHAVIOUR CODE PREP

AIMS: To follow our school rules to make our school a safe, happy and friendly place

To do our best in all that we do, making the most of opportunities we are offered

Manners: We remember good manners in all situations

- We always say please, thank you and excuse me
- We always say sorry when we are in the wrong
- We always tell the truth
- We help each other and adults
- We behave sensibly and safely when we move around the school

Respect: We have respect for the world around us

- We look after our belongings and those of others
- We treat each other and adults in the way we would want to be treated
- We respect each other's religion, culture and opinions
- We only put our hands on others in friendship
- We take pride in our school and in our appearance

Responsibility: We take responsibility for our behaviour and our learning

- We always listen carefully
- We carry out instructions quickly and sensibly
- We only interrupt if there is an emergency
- We are prepared for our lessons and the school day
- We will ask for help when needed

WE ARE PROUD OF OUR SCHOOL AND OUR SCHOOL IS PROUD OF US



BEHAVIOUR CODE EYFS

AIM: To make our school a safe, happy and friendly place

Manners:

- We always say please and thank you.
- We always say sorry when we are wrong.
- We are helpful to adults.
- We help each other.
- We always tell the truth.

Respect:

- We look after our own belongings and those of others.
- We look after our school.
- We treat each other in the way we like to be treated.
- We only put our hands on others in a friendly way.

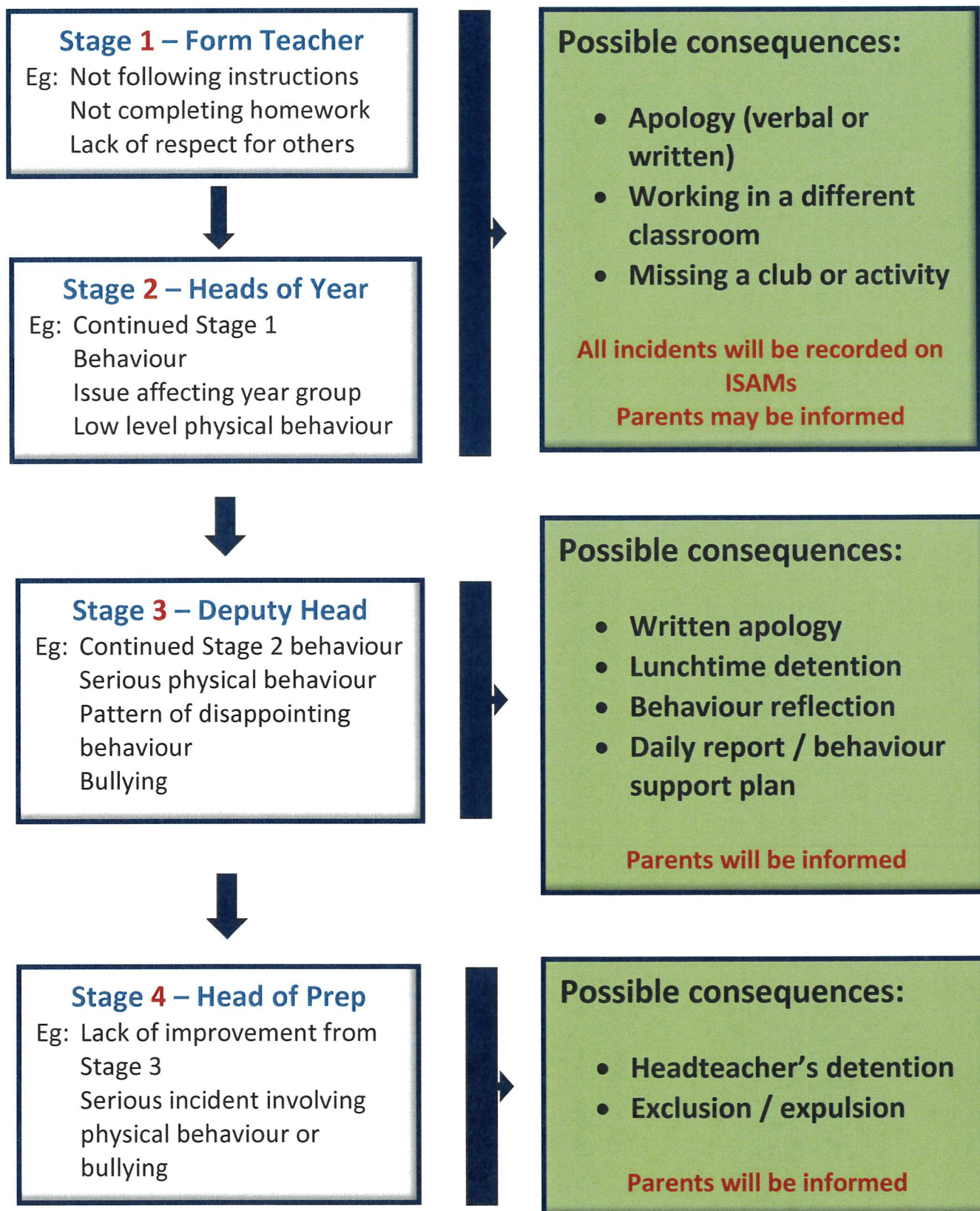
Listen:

- We always listen and never interrupt.
- We carry out instructions quickly and sensibly.
- We listen to prefects and older girls.
- We obey school rules.

WE ARE PROUD OF OUR SCHOOL AND OUR SCHOOL IS PROUD OF US

Appendix 3

Prep School Behaviour Flow Chart



Appendix 4

Prep Behaviour Reflection

Name: _____

Date: _____

What I did wrong:

Reasons for my action:

Effect of my actions on other people:

What I should do to avoid this happening again:

Signed (Teacher): _____

Signed (Pupil): _____