



## **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**.
- 

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
  - SENCO
  - School Nurse
  - 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's 'worry box,' which will be dealt with by the Deputy Head Pastoral.
- 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 Pastoral Log is available for staff to view and weekly 'Children of Concern' updates are emailed to all staff and noted on the Pastoral section of the Staff Tile.

### 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.
- **Year Group Co-ordinator** – has an overview of the year group supporting teachers and individual pupils wherever necessary. If a pupil exhibits persistent behaviour issues they may be referred to the Co-ordinator. 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, Senior Teacher in 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 Heads or Senior Teacher 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.

### 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 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.

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. 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

1<sup>st</sup>-100

2<sup>nd</sup>-50

3<sup>rd</sup>-25

4<sup>th</sup>-10

Major House Competitions

1<sup>st</sup>-250

2<sup>nd</sup>-125

3<sup>rd</sup>-75

4<sup>th</sup>-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 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 presented in Celebration Assembly.

## Year Six Leavers Awards

At the end of the academic year a Year Six Leavers' Assembly is held to note the contribution of Year 6 girls to the school. Prizes are awarded for academic achievement, endeavour and personal merit and each pupil is awarded with a certificate recognising an individual contribution they have made to the school.

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 Friday Headlines. 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.
- **Share Certificates**  
SHARE certificates are sent home to recognise any good effort or behaviour which it is felt should be shared immediately with parents. These can be awarded by any teacher or adult dealing with the girls..
- **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 Friday Headlines.
- **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 two Deputy Head girls, Form Captains, Charity Reps and Eco Reps. In Year 6, 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.

## Sanctions

In the Preparatory School of EHS the pupils are generally well behaved and there is rarely the need to impose serious sanctions. 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 / Senior Teacher, 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, at EHS Prep School, we have high expectations and when a pupil is not meeting the required standard we take appropriate action. Our ethos in this respect is one of restoration. 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)

| <b>Behaviour Level</b> | <b>Example of Behaviour</b>                                                                                                                                                                                           | <b>Possible consequence</b>                                                                                                                                                                | <b>Staff involvement</b>                                                                           |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>1</b>               | Minor infringement of school rules eg.<br>*Failure to follow instructions on repeated occasions<br>*Lack of respect towards others<br>*Frequent lack of correct equipment for lessons<br>*Low Level friendship issues | *Verbal reprimand / apology<br>*Working outside the classroom<br>*Guidance as to how to improve situation<br>*Recorded on ISAMs if low level behaviour as continued after initial reminder | *Form Teacher<br>*YGC may be informed /discussed at Year Group Meeting if approp.                  |
| <b>2</b>               | *Repeated behaviour already dealt with by the Form Staff<br>*Escalation in friendship issues etc.<br>*Issue that has affected/ involved whole Year Group<br>*Low level physical behaviour                             | *Verbal reprimand<br>*Apology (verbal or written) where appropriate<br>*Missing a club or activity<br>*Recorded on ISAMs                                                                   | *YGC of year Group or within Key Stage as appropriate                                              |
| <b>3</b>               | *Continuation of behaviour from Stage 2<br>*Series of different misdemeanours<br>*Serious physical behaviour<br>*Bullying                                                                                             | *Written apology<br>*Lunchtime detention<br>*Behaviour reflection<br>*Daily report or Behaviour support plan<br>*Recorded on ISAMS / My Concern                                            | *Deputy Head Pastoral<br>*Parents likely to be informed<br>*Form teacher / YGC to be kept informed |
| <b>4</b>               | *Escalation / lack of improvement from Stage 3<br>*Serious incident requiring involvement of Head Teacher                                                                                                             | *Head Teacher's detention<br>*Internal suspension<br>*Suspension<br>*Required removal<br>*Exclusion / expulsion<br>*Recorded on ISAMs / My Concern                                         | *Head Teacher of Prep<br>*Head of Whole School will be informed<br>*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 be informed if appropriate 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 (for upper KS2)
- Repeated failure to complete or hand in homework
- Low-level playground incidents
- Friendship Fall outs

- **Verbal reprimand / sanction (Year Group Co-ordinator or YGC within Key stage) Stage 2**

If unacceptable behaviour continues or is unacceptable in the classroom the child should be referred to the Year Group Co-ordinator. 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 Year Group Coordinators 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:

CA Manno

Signed by the Head of Prep

Nina Hobson

Approved by  
The Governing Body

Approved by the Governing Body:

2/9/25

Date:

Review Date: July 2026

## 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 Pre-prep girls to be dropped off. These will be closed at 8.50.
- All girls should be in school by 8.50. 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 Pre-prep children or girls may bring a 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, with the exception of Nursery, where rules are 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.
- Reception 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.
- 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 Kindergarten 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 will sound at 1:05pm and all children must stand still. A second whistle will sound and Nursery and Kindergarten should line up. Reception should line up after hearing the third whistle.

#### 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 are discouraged from wearing 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 for all PE lessons and removed for swimming lessons.
- Girls may wear navy tights or navy socks in the winter. In summer white socks should 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 may be collected from 3.00pm by using the green gate closest to the senior gym. Parents should wait outside for their daughter to be dismissed.
- Kindergarten girls may be collected from their playground doors at 3.15pm. Access is through the green gates which will be opened at 3.15.
- Reception girls should be collected from Westbourne front door at 3.15pm.
- If not collected by 3.45pm 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 via Westbourne front door 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.
- Before school-all pupils should enter school via the main Prep reception, unless a specific arrangement has been made.
- 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 KS2 girls should enter school through the main Prep reception entrance door. KS1 girls may use their classroom door to enter until 8.50am.
- Any girls arriving after 8.50am 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.
- Milk can be provided for girls in Years 1 and 2 or girls may bring a bottle of water.
- 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.
- Year 5 and 6 girls or any pupil with a particular dietary requirement who has permission, 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 12.20 for Y3, from 12.25 for Y4 – 6.
- Girls should walk sensibly along the terrace to the playground or to a club.
- No swimming, games or gym kit should be taken into the dining room. Instead, it should be left in the white cupboard in the Octagon link.
- 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 Years 1 and 2 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.
- At morning break no equipment will be put out but girls may use their own equipment, i.e. small balls, skipping ropes, hula hoops etc. but not small rubber bouncy balls, electronic or board games.
- 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.
- No equipment is to go down the hill.
- A whistle will sound at 1:00pm to bring children up the hill. All equipment must then be returned to the containers.
- If girls borrow a piece of equipment, they must take it back.
- 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 advised, due to the value of these items. However, smart watches are not automatically prohibited, but must not have the ability to be used for communication or browsing the internet for safeguarding reasons. Any girl who misuses their smart watch will be banned from using them in school. Repeated inappropriate use may result in sanctions outlined in the school's Behaviour policy. Students who use their smart watches for medical reasons may be permitted to continue using them with the agreement of their parents or carers.
- 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 navy tights or navy socks in the winter. In summer white socks should 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.
- 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.

#### Departure

- Girls in Reception, Year 1&2 can be collected from their classrooms.
- Girls in Years 3-6 will come to the Hall where they will be dismissed by Form staff.
- 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.
- Any snacks for after school clubs should be small and manageable and follow the schools' '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.

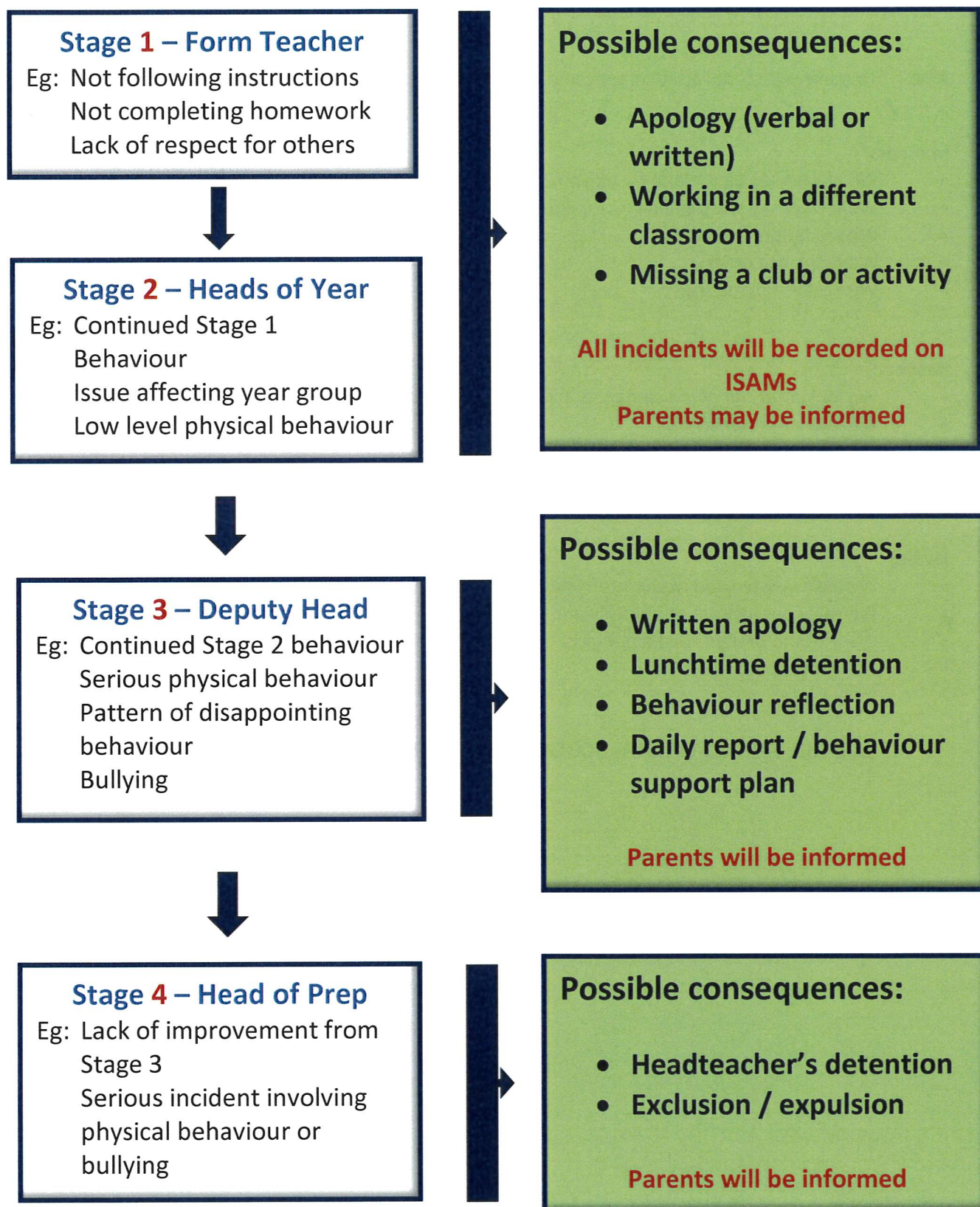
### **Listen:**

- 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): \_\_\_\_\_

