



Behaviour Policy
(including Rewards and Sanctions)
Preparatory School

All members of staff should read this policy in conjunction with the following linked policies:

- Pastoral Handbook
- Anti-bullying policy
- Safeguarding policy

Rationale

At Edgbaston High School for Girls, we believe in developing the talents and abilities 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.

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.

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 encourage children to take responsibility for their own behaviour and to know right from wrong,
- to develop the school as a community involving pupils, parents and staff (teaching and non-teaching).

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 will include:

- A respectful, positive attitude towards self and for all other members of the school community.
- A respect for the environment and belongings.
- Appreciating, respecting and celebrating that everybody is different and of equal value.
- 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.
- Listening to and following instructions.

The school rules (appendix 1) and Behaviour Code (appendix 2) are reinforced with the pupils and provide them with clear guidelines.

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.

Methodology

1. Implementation`

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 Pastoral
 - Nurse Heyes
 - Head of Preparatory School
 - Any member of staff
- 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 for the younger pupils or the department 'worry box,' which will be dealt with by the Deputy Head Pastoral.
- 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.

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 recorded on MyConcern if they persist or recorded directly on My Concern depending on seriousness of issues.

- **Deputy Heads** – 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 Pastoral or Mrs Aston, Deputy Head Academic. 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. To be recorded as above.

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 via email or pupil planner / reading record 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 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 parents' evenings during each academic year with individual appointments.

Promotion of Positive Behaviour

This will be achieved by:

- Regular praise of good effort and positive behaviour.
- Regular reinforcement of rules in class and in assembly (appendix 1).
- PSHE curriculum and lessons including circle time.
- Delivering a challenging curriculum, varying teaching methods which are differentiated to suit different aptitudes.
- Display and reinforcement of the Behaviour Code (appendix 2).
- Assembly topics.
- Actively encouraging pupils to share their concerns with members of staff.
- Positive behaviour posters displayed in school.
- Award of stickers, stamps, House points, certificates, Courtesy Counts awards.

Staff should:

- be consistent in all aspects of praise and discipline,
- expect children to be well-behaved,
- not generally give whole class punishments unless appropriate,
- show disappointment at inappropriate behaviour,
- listen to all sides in any dispute,
- aim to be more positive than negative,
- value what children have to offer,
- start afresh after any incident,
- refer matters to other staff where appropriate in accordance with the Prep School Behaviour Flow Chart (appendix 3).

Rewards and Sanctions

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

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, on Friday Headlines and on the Head Teacher's Board. The criteria for issuing of awards, certificates and House points are agreed and monitored by each year group.

- **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.
- **House Points**
Weekly totals are recorded by House Captains and the winning House is announced at the end of each term with the award of a trophy. Individual certificates are also presented in House Assemblies.
- **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.
- **Courtesy Counts Awards**
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.
- **Well Done Certificates**
Well Done certificates are awarded weekly to girls in Key Stage 1. These can be for effort, achievement or behaviour. Two certificates are awarded in each form. These are acknowledged on the Head Teacher's noticeboard in the foyer.
- **Year Group / Subject Award**
Year groups or subject teachers may choose to award a certificate or reward for a specific purpose individual to their year or subject.
- **Certificates of Achievement**
Certificates of Achievement are awarded to two girls in each form from Years 1 – 6 at the end of every term, with the addition of an achievement certificate for Science for girls in Years 4 – 6.
- **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.
- **Headteacher's Award**
These are to be awarded for exceptional effort, achievement or behaviour. Girls to be sent to Headteacher with work for a brief interview. Awards to be listed in a separate book and presented in Celebration Assembly.

- **Celebration Assembly**
All achievements from both in and out of school are recognised 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. In Year 6, girls are also elected to represent the School as Prefects, Games Captains and House Prefects. There are also posts for Science, Bookshop and Class Monitors, Librarians, Playground Activity Leaders (PALs) and Newshounds. Younger girls may be elected termly to roles such as Form Captain, School Council, Eco or Charities Representatives.
- **Leavers' Assembly**
At the end of the academic year a 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.

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. 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.

If a girl misbehaves it is important to attempt to demonstrate the connection between the unacceptable behaviour and the expectations of the Behaviour Code.

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.

If a sanction is required, it should be appropriate for the misdemeanour and should not humiliate or damage a child's self-esteem. Form staff should be informed of any sanctions imposed.

Procedure

(See Flow Chart – Appendix 2)

- **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.
- **Verbal reprimand / sanction (Year Group Co-ordinator) 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.
- **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.

- **Head of Prep School Stage 4**

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

Parents can be contacted at any stage as appropriate which may be informal in the first instance. Repeated incidents should also be logged on 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 within the classroom to work on her own or sent to a colleague's classroom.

A child may also be withdrawn from break time or lunchtime or asked to sit on a bench in the playground for a time out session.

- **Playground Misbehaviour**

Unacceptable behaviour on the playground should be noted in the Playground Log on the iPad to ensure any patterns can be tracked. This log is reviewed weekly prior to Staff Briefing. 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**

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**

Girls may be put on daily report for continued concerns regarding work or behaviour. This would be used in consultation with Headteacher 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.

- **Headteacher's Detention**

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

- **Behaviour Support Plan**

This to be drawn up for a child to include parents' support. This may be needed depending on a child's needs or circumstances.

- **Exclusion or Expulsion**

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

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. Log will be reviewed at the end of each Half Term by Prep SMT. It is important that serious incidents, including all deliberate, unkind physical acts, should be written up fully for the pupil's file on an Incident Form and logged on MyConcern. Serious sanctions will be recorded centrally 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 Pastoral will review the policy annually and make any necessary updates or changes.

Signed by the Headmistress

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Signed by the Head of Prep

Nalley Hartley
Approved by School Council

Approved by Council

Date 27/4/22

Date

5/5/22

Review: Spring 2023



Prep School Rules (Pupils)

Arrival

- For Before School Care report to the Library to sign in.
- When you arrive at school go straight to the Prep playground which is supervised from 8.15am.
- Do not play on the climbing frame unless it is your year group's turn.
- 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 will line up in forms and enter school.
- If classes have left the playground girls should enter school through the main entrance door and sign the book if late.
- All girls should be in their classrooms by 8.50am.
- Girls who arrive after the start of assembly at 8.55 am should sign in at Prep Office.

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 very 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. Snacks should be eaten on the playground, not inside.
- Milk can be provided for girls in Years 1 and 2 or girls may bring a plastic bottle of water.
- No girl may leave the Prep School campus 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 only may have salad.
- Girls should eat sensibly – remembering table manners.
- The table may be cleared when told by the person on duty.
- Girls walk quietly and join the queue (if there is one) for a choice of pudding.
- Girls will be dismissed when the whole table has finished.
- 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.
- Take notice of Senior School examinations when signs are out.

Playground Rules

General

- Pupils must remain in sight of staff on duty.
- Girls are not to play on rockery, car park, boggy area down the hill or slope near the steps.
- Girls should play with pupils in their own year group.
- Girls should not pick each other up.
- Girls 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.
- 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.

Equipment

- No equipment is used before or after school. Climbing frame 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. balls, skipping ropes, 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.
- The netball court outside Year 1 will be for tennis games and the rest of the playground will be for all other equipment.
- No equipment is to go down the hill.
- A whistle will sound 5 minutes before the end of lunch break to bring children up the hill. All equipment must then be brought to the containers and the Year 6 monitors will check all is returned.
- If girls borrow a piece of equipment, they must take it back.
- Year 6 girls will be monitors for the equipment and will help sort all the 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.
- Girls should not go to the field on their own.

Uniform

- Uniform list is in Pupil Planner.
- All property (including watches if worn) should be clearly named.
- Watches may only be worn by girls in Year 3 upwards - they must be clearly named and should have an analogue face – not digital.
- Girls are not allowed to wear jewellery other than 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, discreet studs only. Ear piercing should be done at the start of the summer holiday. Earrings need to be removed for all PE and swimming lessons.
- Girls may wear tights or socks in the winter. In summer white socks should be worn. Leggings should not be seen below dresses.
- Jumpers are not to be worn around waists.
- Hair should be tied back with navy, bottle green or black ribbons/hairbands. Hair beads are not uniform items and should be removed after a holiday.
- Overalls should be worn for art, and for science by older girls. Science overalls may not be borrowed for Art.
- Money, if needed at school, should generally be handed to the teacher for safe keeping and not left in a bag or desk.
If a large sum of money is needed for school purposes, it should be handed to the form teacher on arrival.

Departure

- Girls in Years 1 & 2 can be collected from classrooms or 2T. Girls in Year 3 will come directly to the playground, Years 4 – 6 will be called by radio. At 3.45 pm they will gather in 1C to await collection.
- If not collected by 4.00pm (3.45pm for Years 1 / 2) 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 special permission from Head of Preparatory School and on receipt of a letter from parents.
- Any snacks for after school clubs should be small and manageable.



BEHAVIOUR CODE

The Behaviour Code is the general code of conduct for pupils

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

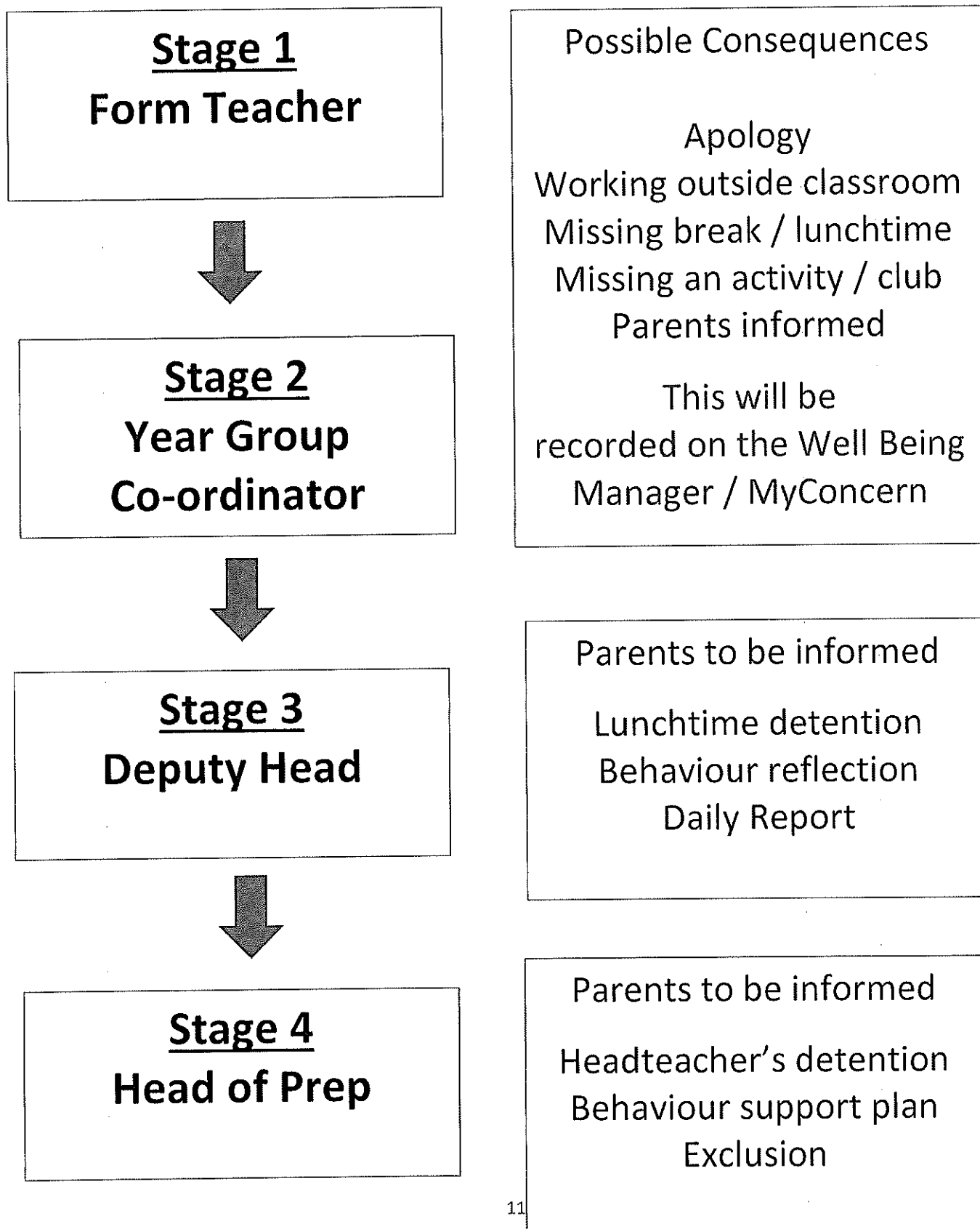
- We always listen carefully
- We carry out instructions quickly and sensibly
- We only interrupt if there is an emergency
- We are prepared for our lessons and the school day
- We will ask for help when needed

WE ARE PROUD OF OUR SCHOOL AND

OUR SCHOOL IS PROUD OF US



Prep School Behaviour





Behaviour Reflection

What I did wrong:
Reasons for my action:
Effect of my actions on other people:
What I should do to avoid this happening again:

Name:

Date: