



## **Behaviour Policy** **(including Rewards and Sanctions)**

### **EYFS**

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

- 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, and whilst on school outings. Pupils are encouraged to develop a strong sense of responsibility and loyalty towards the school.

All girls should be provided with opportunities to learn and to excel. This is best achieved when girls are nurtured in a secure and caring environment where everyone is valued as an individual and where high standards of behaviour enhance all aspects of school life.

Positive behaviour at an age appropriate level will include:

- A respectful, positive attitude towards self and for all 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.
- Listening to and following instructions.

The Behaviour Code (appendix 1) sets out expectations with regard to behaviour. This is displayed in classrooms and around the school. Class teachers reinforce these with the pupils and provide them with clear guidelines.

A set of rules for safety in Westbourne playground (appendix 2) are introduced to the girls and are reinforced regularly. They are displayed on the windows of the downstairs classrooms.

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

It is the responsibility of all staff in the EYFS to provide a positive role model with regards to care and courtesy to the girls. They should promote, celebrate and reinforce positive behaviour at every opportunity. Examples of this behaviour include kindness and sharing.

If there are any behavioural concerns all children should be treated fairly and any situations to be investigated consistently. The school is committed to promoting equal opportunities for all.

It should also be recognised that some children have special educational needs and appropriate adjustments may have to be made. A 'whole pupil' approach is adopted at all times. In this case Individual Behaviour or Play Plans may be necessary.

- Pupils are encouraged to take responsibility for their behaviour.
- 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, Westbourne Senior Teacher, Nurse Heyes, Head of Preparatory School, Any member of staff.
- 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

- **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.
- **Senior Teacher** – has an overview of the pupils in Westbourne supporting teachers and individual pupils wherever necessary. If a pupil exhibits persistent behaviour issues they may be referred to the Senior Teacher. 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** – working with the Senior Teacher is responsible for the overall behaviour in Westbourne and deals with serious breaches of behaviour or issues referred by the Senior Teacher. 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 reading record. They can arrange to see the teacher or can see Westbourne Senior Teacher in the morning on arrival 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 expectations in class and in assembly.
- PSED curriculum and lessons including circle time.
- Display and reinforcement of the Behaviour Code (appendix 1).
- Assembly topics and Mrs Hartley's Half Hour topics.
- Actively encouraging pupils to share their concerns with members of staff.
- Award of stickers, stamps, Golden Pear Tree.

Staff should:

- be consistent in all aspects of praise and discipline,
  - expect children to be well-behaved,
  - 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.

### Rewards

The Policy aims to reinforce desirable behaviour and focuses on praise and reward in a number of different ways. Positive reinforcement serves to motivate other children and helps to model good behaviour. Methods used will be different depending on the age of the children and may include:

- verbal praise for good work or good behaviour based on the 'Golden Rules',
- stickers,
- wall charts,
- dining room red card,

- smile certificates awarded in weekly assembly,
- individual achievements for activities such as swimming recognised in assembly,
- appearance on the Golden Pear Tree (Reception),
- appearance on Star of the Week board (Kindergarten),
- teacher or other adult appraisal,
- notes / emails to parents,
- recognition of achievements on Friday Headlines / social media.

### Sanctions

Our pupils generally respond well to positive encouragement and are very well behaved and compliant. There is rarely the need to impose any serious sanctions. As a staff we understand that children make mistakes and believe that it is a part of our role to help them to learn from any mistakes and guide them towards meaningful change.

Staff who are present with a child should deal with initial misdemeanour. Verbal disapproval should follow unacceptable behaviour explaining how and why actions may be inappropriate. Members of Staff should take into account the age and stage of development of the child. Staff disapproval is often sufficient to modify unacceptable behaviour.

If undesirable behaviour persists other sanctions may be used including:

- Child encouraged to apologise.
- Time out of the playground or class. This may involve child being sent to another classroom.
- Staying with a member of staff at break time.
- See Senior Teacher or Head or Deputy Head of Preparatory School.
- Recurring bad behaviour will be reported to parents (Unacceptable physical behaviour will always be discussed with parents). Support to be given and school and home to work together. Possible use of a home / school communication book which involves the child.
- Behaviour issues to be noted on WellBeing Manager / MyConcern as appropriate.
- An individual action plan may be required in special circumstances. This would be discussed with parents.
- Area SENCO may be asked to observe child and offer any additional advice. This would be discussed with parents in advance.
- The final sanction would be exclusion which would be discussed with the Headmistress.

When dealing with the children adults should not shout or raise their voices in a threatening way and physical punishment **will not** be used or threatened. It should be made clear that it is the behaviour that is unacceptable and not the child.

### **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 Senior Teacher.

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.

## 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 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

Westbourne Senior Teacher will review the policy annually and make any necessary updates or changes.

Signed by the Headmistress CAMacro

Signed by the Head of Prep Nelly Hartley  
Approved by School Council

Approved by Council Date 27/4/22

Date 5/5/22

Review: Spring 2023



## **BEHAVIOUR CODE**

### **EYFS**

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**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**



## SAFETY RULES AT PLAYTIME

EDGBASTON HIGH SCHOOL EYFS DEPARTMENT

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### **REMEMBER:**

- Stand still and be quiet when the whistle blows.
- Walk into class lines when the second whistle blows.
- Ask an adult if you want to go to the toilet.
- Only one girl is allowed on the slide at any one time.
- When on the climbing frames you must go up the steps and down the slide feet first.
- You may not sit/stand on or jump from the top of the climbing frames.
- The steps are for sitting on only.
- You may only use the bricks for building or the stilts for walking.
- You must help to “tidy up” 5 minutes before end of break.
- The apparatus should not be used if it is wet.
- The apparatus/toys MAY NOT be used before or after school unless girls are in After School Care.
- Only two girls to use the chalk board at any one time.
- The chatterhouse is for chatting in.
- The soil in planters and beds is there to help the flowers grow.
- **ALWAYS BE KIND AND LOOK AFTER EACH OTHER**

### **Staff**

- Each member of staff on the playground must carry a whistle.
- Please do not send children inside to get paper towels – send them to the class teacher or first aider



## **Curriculum Policy**

### **Preparatory School**

This general policy is underpinned by separate handbooks for each subject area of the Preparatory School curriculum.

#### **Rationale**

Edgbaston High School is a selective school with an academic curriculum, and our standards and achievements are high. Through the curriculum, we concentrate on developing pupils' individual abilities and confidence, providing a tailor-made education for each girl, as far as possible.

We are keen to ensure that girls receive a broad and balanced education, and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. There is a strong emphasis on enrichment generally: both explicitly and through cross-curricular links, educational visits both day and residential, and cultural visits.

#### **Objectives**

The curriculum is central to the delivery of the school aims and forms a key area in the school development plan. It is aimed to meet the needs of pupils of all abilities within the range of ability accepted at Edgbaston High School. We aim to ensure that the curriculum should:

- provide all pupils with opportunity to learn and make progress,
- be broad – so that it provides each girl with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning,
- be balanced – so that each area of the curriculum is allowed sufficient time for its contribution to be effective,
- be flexible and differentiated – so that what is taught and how it is taught is matched to the learning needs of individual girls, is appropriate to their age and fully develops their abilities and aptitudes,
- be inclusive offering a rich and diverse experience which fully represents modern Britain,
- foster the development of the qualities and skills which will enable the girls to achieve success and fulfilment and effectively prepare them for life in British society:
  - the thirst and capacity for life-long independent learning,
  - skills in accessing information and applying knowledge,
  - skills of communication (oral and aural), literacy and numeracy,
  - breadth of knowledge,
  - creative capability,
  - lively and enquiring minds, with the ability to think imaginatively, critically and independently,
  - a positive response to opportunities, challenges, responsibilities and change,



- personal moral values, a concern for the environment and respect for religious values and for other cultures, faiths and ways of life,
- an appreciation of human achievements and aspirations,
- self-confidence and independence of mind,
- recognition of the importance of traditional values, born of a strong sense of community: honesty, respect for others, self-respect and self-discipline.

### **Success Criteria**

An effective Curriculum policy will succeed in meeting these objectives through:

- monitoring that all pupils have access to the curriculum, the ability to learn and to progress,
- the curriculum, plan and schemes of work taking account of the needs of all pupils, in terms of ability, need and aptitudes. This includes those with special educational needs, additional needs, those for whom English is an additional language, the most able and medical needs. Additionally, this may also include pupils who have other needs such as those who perform a caring role at home as young carers,
- not undermining the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths or beliefs,
- giving pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic creative education,
- pupils acquiring speaking, listening, literacy and numeracy skills,
- PSHE education which reflects the ethos of EHS and encourages respect for other people,
- Effective preparation for the opportunities, responsibilities and experiences of British society,
- Ensuring that all pupils are provided with relationship education.

### **Methodology**

#### **1. Implementation:**

We implement our curriculum policy through our schemes of work that build on the work of previous years and through our co-curriculum programme. Courses at EHS take account of government guidelines, including the National Curriculum, but often extend beyond them.

#### **Teaching and Learning**

Issues of teaching and learning are high on the professional agenda of the school, and staff are involved in discussions, for example on curriculum development, assessment, homework and the provision for individual needs including gifted and talented girls, through whole school, year group meetings and through working parties.

Subject and Year Group Co-ordinators take responsibility for the management and monitoring of teaching and learning in their areas, through lesson observations, book trawls and regular meetings. The Prep SMT takes responsibility for monitoring the curriculum overall.

#### **Teaching Styles**

We aim to use a wide range of teaching styles in response to the girls' needs. The development of independent learning and resilience has a high priority and opportunities for stretch and challenge are embedded in schemes of work and individual lesson plans.

We encourage pupils to actively engage with feedback and to recognise their strengths and areas for development through assessment, feedback, reflection time and target setting.

### **Enrichment**

The curriculum is enriched in a number of ways including cross-curricular links, as appropriate, educational visits both day and residential, workshops and cultural visits. In addition, other forms of enrichment are available through co-curricular clubs and activities and opportunities to enter competitions.

Year 6 has a programme of enrichment activities included in the Summer Term. We hold 'Beyond the Curriculum' days and our termly Challenge Board offers regular opportunities to enrich the pupils' learning.

### **PSHE**

PSHE lessons are included within the curriculum for all year groups. Staff also respond to situations that arise as appropriate in circle time type sessions. The scheme of work also includes aspects of citizenship. Spiritual, moral, social and cultural awareness is fostered throughout the curriculum, and particularly through assemblies, PSHE and RS lessons. Throughout the curriculum, we encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

### **British Values**

The curriculum aims to give the girls skills to prepare them for life in British Society. We want girls to become active citizens who have the skills and experience to make a valuable contribution to the school and wider community. We actively promote fundamental British Values throughout the curriculum both in lessons and co-curricular activities and in assemblies. It is important to our ethos that the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs is embedded throughout the school in co-curricular activities, assemblies and the curriculum at all ages.

Pupils learn to work collaboratively and to share and build on each other's ideas.

Staff challenge discriminatory or extremist opinions or behaviour as a matter of routine.

### **Assessment**

Continuity and progression are considered essential to learning, and work undertaken at each stage should therefore be based on previous achievements. Our policy is, therefore, to use assessment as a formative mechanism to ensure progression, and personal target-setting by each girl is fundamental to this process, as is careful and consistent monitoring.

### **Organisation**

Time allocation to subject areas is given in the curriculum plan (Appendix 1)

## **2. Monitoring**

Monitoring and evaluation are essential aspects of the school's aim to raise achievement.

With regard to the curriculum, they involve focusing on teaching and learning: the performance of girls, the effectiveness of teachers and hence the standard of achievement across the whole school. All staff are involved in this process all the time, although certain colleagues carry specific responsibilities for aspects of the process and there is a systematic programme for monitoring and evaluating over time which allows for different degrees of scrutiny and analysis for different areas of the curriculum at different times.

It is the responsibility of the Head Teacher and Deputy Heads to ensure the implementation of the policy is maintained through:

- Chairing half termly Year Group and Subject Co-ordinator Meetings.
- Monitoring year group meetings through minutes.
- Programme of lesson observations.
- Work scrutiny.
- Subject reviews.
- Appraisal system.

Year Group and Subject Co-ordinators take responsibility for the management and monitoring of teaching and learning in their areas, co-ordinating the work of the department through, for example, preparation of subject handbooks and schemes of work.

#### Evaluation and Review

It is the school policy for the curriculum to be evaluated regularly by the Head Teacher and Deputy Heads. Where it is appropriate, further consultation will take place with Subject and Year Group Co-ordinators to review new proposals.

The policy is reviewed annually by Prep Head and Deputy Heads.

Signed by the Headmistress CAMAGO

Signed by the Head of Prep Nally Hartley  
Approved by School Council

Approved by Council Date 27/4/22

Date 5/5/22

Review: Summer 2023



**Prep Department Curriculum Plan**  
**Weekly Lessons**

Time allocation is as given in the curriculum plan with lesson units of 35 minutes for morning lessons and 30 minutes for afternoon lessons.

<u>Subject</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Maths	9	8	10	9	10	9
English	8	8	10	10	8	9
Story	5	4				
Science	2	2	3	4	4	4
History			2	2	2	2
Geography			2	2	2	2
Humanities	2/4	4				
ICT	1	1	2	2	2	2
Music	1	3	2	2	2	2
Art	2	2	2	2	2	2
PE	3/4	3/4	4	4	4	4
RS	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
MFL						
French	1	1	1	1	1	1
Latin					1	
Spanish						1
Golden Time	1					
General	1/2	2				

**Organisation**

Girls in all years swim for half of the year. They swim for half of each term.

In Year 1 the girls do Humanities in the half term they are not swimming. In Year 2 the girls continue with PSHE, ICT with a general lesson included depending on need.

In Key Stage 2 the girls have alternative PE during their non-swimming half term. These might include gym, yoga, cricket, dance.

In Year 5 Study skills are also taught with NVR and VR covered.

In Key Stage 1 the last lesson of the day which is shorter than Key Stage 2 is used for story sessions. Music is taught at the end of the day which explains the additional Music provision.

**Setting:**

In Key Stage 1 support is offered within the class generally as each class has a teacher and a Teaching Assistant. In Year 2 an extension group is withdrawn from across the classes once a week.

**In Key Stage 2:**

Mathematics

In Year 3 girls are set following the November assessments. The support set operates from September using advice and results from Year 2.

In Years 4 and 5 girls are set for Mathematics for the whole year. One accelerated set, two parallel sets and one smaller support set. Girls in Year 6 are set, as above, for the first half term only.

There is flexibility and girls are moved across sets when appropriate.

English

In Years 3 – 6 there is a support class for each year group in English.

In Years 3 – 6 spelling is taught in 3 or 4 ability groups depending on the needs of the cohort. Groups are agreed following diagnostic assessment.

In Year 6 following the Senior School examinations the girls from the support classes in Mathematics and English join the main classes but an additional teacher is available if specific help is needed.

All other lessons are taught in Forms which are mixed ability.