



High March

BEHAVIOUR AND PASTORAL CARE POLICY

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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites	
www.education.gov.uk	
www.isi.net	

HIGH MARCH

PASTORAL CARE POLICY

The lead members of Staff with responsibility for Pastoral Care are Miss S Walker, Head of Upper School - and Mrs M Honiball, Head of Junior House both of whom are the Deputy Heads (pastoral). Miss E Green, Assistant Head (Wellbeing & Mental Health) also supports the pastoral care of pupils throughout the school.

The happiness of our pupils is paramount at High March as we believe ~~that~~ this underpins every aspect of their daily lives. A happy child who feels valued will thrive and learn. To this end we encourage a close partnership between home and school so ~~that~~ we can work together for the benefit of each child.

From a child's first days in Nursery he, or she, is nurtured and cared for by highly qualified staff and all staff contribute to the pastoral care of pupils. However, the role of the Form Teacher is key to a child's pastoral care as they interact daily. Form Teachers are supported by the Head of Junior House and the Head of Upper School and Assistant Head (Wellbeing & Mental Health). Any concerns the Form Teachers may have are electronically recorded in the Daybook on Engage and shared with the HoJH, HoUS and AH (W&MH) and the Headmistress is always informed. Parents are always contacted should there be any concerns of a pastoral nature. The staff role model our high expectations, and values such as courtesy and respect are highly regarded. Helpful and kind behaviour is rewarded with praise. Our aim is to develop confident, articulate and well-rounded pupils who are ready for the next stage of their education.

Above all, at High March "Kindness and friendship is the rule".

This policy should be read in conjunction with other related policies and School documents, all of which are listed at the end of this document.

Recording, reporting and management of Pastoral Care issues

Support systems for pupils

- The staff have weekly briefings and regular staff meetings, which are minuted and where any pupil concerns are raised and discussed. This ensures that all staff are aware of any issues and everyone can agree on the best course of action to support a pupil.
- A 'Sharing Box' is available for pupils in Upper School to write down any worries. This is usually found in the Upper School Hall. The Head of Upper School regularly monitors this box and will take appropriate follow up action and liaise with Form Tutors.
- A Pastoral Team operates at Upper School under the leadership of the Head of Upper School. Its aims are to review current support systems, introduce new initiatives to support the pastoral care and well-being of pupils and to offer 1:1 'Talk Time' sessions to pupils as required.
- Throughout the School, PSHE lessons, Form Time and Circle Time are used to explore issues and address concerns and incidents.
- 1:1 or small, informal discussion groups, are offered to pupils if they need additional support with friendship or social issues.
- Buddy systems help to support particular pupils or extend friendship groups.

- Year 6 Well-being and Mental Health prefects provide peer mentoring and support to pupils
- Year 6 pupils take on the responsibility of Playground Pals Prefects. They provide activities for the younger pupils during the break times and help to ensure that play activities are inclusive and happy.
- At Upper School, a Friendship Bench is positioned in the playground and at Junior House, a Buddy Bus Stop is in place, to help children alert pupils and staff that they are in need of a friend to play with.
- The Head of Learning Support (SENDCO) maintains provision maps for each child with additional needs and circulates these to staff. This ensures that all staff are aware of the pupils' individual needs and how best to address these.
- The Head of Upper School, Head of Junior House, Assistant Head (Well-being & Mental Health), Form Tutors and teachers are readily available to meet with pupils to discuss any concerns, issues or incidents.
- There is plenty of teacher staff supervision at playtimes break times to ensure that pupils are kept safe and to enable any friendship issues to be addressed and resolved promptly.
- The School Nurse maintains an overview of pupils' medical conditions and dietary needs and circulates this information so that staff are aware of pupils' needs.
- Staff in the Foundation Stage use PALS to support children in developing their social skills where this is deemed necessary.
- The services of an external Counsellor are available for pupils should parents feel this would be beneficial for their child.
- A School Nurse is available at break times to help deal with First Aid issues.
- Most staff are First Aid trained too?.
- In Upper School pupils undertake PASS surveys. The results are reviewed, and this provides insights for staff about pupils that may need further pastoral support.

Recording and reporting of pastoral matters

There is an electronic comments record for each pupil in the Daybook on Engage where staff record incidents of any kind, along with the action taken. When records are entered onto Engage, the Head of Upper School at Upper School, and the Head of Junior House at Junior House, are automatically notified. This allows them to have a clear overview of incidents, to identify patterns and to follow up or evaluate the effectiveness of actions taken. Head of Upper School and Head of Junior House are responsible for notifying the Headmistress who will advise and support as required.

An annual Behaviour and Pastoral report, together with the School's Anti-Bullying Log is shared with the Governors. This is then signed and dated.

Liaison with parents regarding pastoral matters

All staff aim to establish sound and supportive relationships with parents where there can be a mutual sharing of any concerns and where parents know that their concerns will be taken seriously. Parents are able to arrange appointments with teachers via the School Office and have access to staff via email. If a teacher has pastoral concerns relating to a pupil they will always make contact with parents as soon as possible.

At Junior House, parents are encouraged to speak with the Form Teacher at the start or end of the School day and they may also make contact with staff via email. All Junior House pupils are issued

with a Home/School Book at the beginning of the year. This can be used as an additional means of communication, especially for working parents who may not see the teacher on a daily basis.

At the beginning of each academic year there is a Parent's Information Evening at which parents meet as a group with their daughters' new Form Teacher and Year Group Staff. Guidance is given about how/who parents should contact regarding pastoral matters.

Evaluating and improving the quality of care and welfareCareful recording of concerns, issues and incidents and follow up meetings helps us to monitor the effectiveness of actions taken. We regularly evaluate the quality and effectiveness of our pastoral care and actively seek the views of all those involved within the School community. This is achieved through Pupil Council meetings, Food Committee meetings, pupil PASS survey parental surveys, Parents' Evenings and active Governor involvement within the School's daily life. Views are recorded, analysed and discussed with the Staff so that provision can constantly be improved and any areas for development are recognised and acted upon. Weekly staff briefings provide an opportunity to review current procedures whilst discussing the best ways to support pupils in need of additional pastoral support.

Managing Transitions

We recognise the importance of 'smoothing the way' for pupils who are new to the School and as they move from Junior House into Upper School and, from there, onto secondary school.

In the Early Years, staff visit children in their current settings prior to their entry into High March. This allows information from the previous setting to be gathered about the child and for the child to see the staff member in their current setting before moving on to High March. Records from the previous setting are requested and the information used to make the transition as smooth as possible for the child.

In addition to this, children who are due to start in the Nursery are invited to attend the Nursery Drop In sessions each term with their parent/s. This makes the child familiar with the setting and able to meet other children who will become classmates in the future, further easing their transition to High March.

New pupils are invited to attend a 'taster day' before they start and are paired with a 'buddy' to help ease their transition. Form Parents often arrange gatherings outside of School during the Summer Holidays so that new families can begin to form connections and become part of the group.

The transition preparation for girls moving on to Upper School is begun in Year 2. Among other things, the girls are brought to the Upper School site for some lessons and in the Summer Term, they attend Prayers once a week with the older pupils. During the transition afternoon in July, pupils spend time with their new teacher. Many opportunities are provided for the Year 2 pupils to become familiar with the Upper School site, teachers and pupils, as well as procedures and expectations for behaviour.

Regular visits from our Year 6 prefects to Junior House also help to establish a sense of connection to Upper School and pave the way for a smooth transition for Year 2 pupils. For example, our Librarian prefects visit Year 2 pupil and become Reading Buddies to them, our Playground Pals visit

to organise break time play activities and games and our JRSO's prefects present assemblies and work with the JRSO's at JH.

At the end of each year, as well as passing on information via the pupil comment sheets in the electronic Daybook on Engage, teachers will hold a 'handover' meeting to ensure that all relevant information is communicated prior to the start of term. Particular care is taken in the handover meetings for Year 2 into Year 3 to ensure that the transition proceeds well for each pupil.

Preparation for transition into Year 7 includes regular homework, use of online teaching platforms, lessons with specialist teachers, teaching in specialist teaching rooms, pupil leadership opportunities and independent travel to and from school in Year 6. In Year 5, parents are invited to meet with the Headmistress to discuss suitable secondary school placements. Where secondary schools hold interviews, the Headmistress and other members of the Senior Management Team will help to prepare the girls by holding individual and group mock interviews. During Year 6, we always welcome visits from the girls' secondary schools as this often helps to allay any concerns.

HIGH MARCH

BEHAVIOUR POLICY

The lead members of Staff with responsibility for behaviour are Miss S Walker, Head of Upper School & Deputy Head (Pastoral) at Upper School and at Junior House, Mrs M Honiball, Head of Junior House and Deputy Head (Pastoral).

Our aim is to help the children to grow into responsible, courteous and caring adults. The emphasis is on the encouragement of good behaviour, with the discouragement of bad behaviour as a secondary, though necessary, consideration.

This policy should be read in conjunction with other related policies and School documents, all of which are listed at the end of this document.

The only School rule is "Kindness and Friendship" - there are a number of secondary regulations (see Appendix A 'Expectations and Golden Rules' and Appendix B 'School Regulations'). The staff lead by example, that is to say the staff treat the children courteously and expect the children to behave courteously in return. We make requests rather than issuing orders.

We try to keep a sense of proportion when imposing discipline, e.g. an action that hurts or endangers another person, or animal, is more serious than one that does not. We take each individual child and their needs into consideration when sanctions are imposed.

We take the time and trouble to investigate incidents thoroughly and to get the facts straight. This is important and allows us to share with one another and with parents accurate information about incidents. We keep a written record of incidents, their investigation and the outcome and continue to monitor issues of concern. Initial records are kept on the pupils' electronic comment sheets in the Daybook on Engage and automatically shared with the Headmistress and the Head of Upper School or Head of Junior House. Head of Upper School and Head of Junior House are responsible for maintaining a separate, centralised register of sanctions imposed for any serious misbehaviour (Appendix D and E). A decision about any possible sanctions relating to the behaviour will be arrived at after a discussion with the Headmistress. A copy of the register will then be passed to the Headmistress.

In our dealings with children we are consistent and always seek to hear their point of view. We do not give vent to personal anger, but focus on establishing facts and addressing behaviour. We condemn the behaviour and seek to get children to take responsibility for their behaviour and move on to become the 'good citizens' we genuinely believe they can be. Head of Upper School in Upper School and the Head of Junior House are initially responsible for behaviour management on both sites. All incidents are reported to the Headmistress who will advise and support as required.

This policy aims to:

- 1) Promote the School as a nurturing environment and create an environment which encourages and reinforces good behaviour.
- 2) Encourage ways of recognising and valuing individuals and their differences.

- 3) Encourage self-worth.
- 4) Fulfil the aim of providing a safe place, physically and emotionally, in which to learn and thrive.
- 5) Promote a positive view of, and regard for, people whose cultural and religious views may be different from one's own.
- 6) Define acceptable standards of behaviour.
- 7) Encourage consistency of response to both positive and negative behaviour.
- 8) Fulfil the aim of being a place which offers all pupils the same opportunities.
- 9) Foster integrity, honesty and responsibility as key values.
- 10) Offer an environment where each child believes she matters to the same degree as every other child and experiences this as a fact.

- 11) Ensure that the School's expectations and strategies are widely known and understood.

- 12) Encourage the involvement of both home and School in the implementation of this policy.

- 13) Ensure staff receive appropriate training in managing the behaviour of pupils.

The School is aware that there are pupils whose needs or circumstances must ~~to~~ be taken into account when implementing the Behaviour Policy. These are pupils with Special Educational Needs (SEN) or Disabilities and other groups defined by Ofsted as 'at risk' within the education system, such as minority ethnic and faith groups, pupils who need support to learn English as an additional language (EAL), sick children, children from families under stress and any other pupils at risk of disaffection and exclusion. Special understanding is afforded to these pupils in relation to their needs.

The staff aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We offer an appropriately structured curriculum and effective learning that contributes to good behaviour. Through planning for the needs of individual pupils, actively involving pupils in their own learning, and structuring feedback we aim to avoid alienation and disaffection, which can lie at the root of poor behaviour. Lessons have clear objectives, are understood by the pupils and are differentiated to meet their needs. Marking and record keeping are used, both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that the pupils' efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, access to resources and classroom display all have a bearing on the way pupils behave. The classroom is a welcoming environment. Teaching encourages enthusiasm and active participation. Lessons develop the skills, knowledge and understanding, which will enable the pupils to work and play in co-operation with others. Praise encourages good behaviour as well as good work.

How we promote good behaviour

- 1) A habit of good discipline is well established in the School. If a child steps out of line, the other children are generally surprised.
- 2) The messages that are put across in Prayers are intended to encourage considerate behaviour.
- 3) Form Teachers assume the responsibility for getting across the same messages about good behaviour to their forms. At Upper School daily opportunities arise in ~~Form~~ registration Time and weekly in form time to convey our message. Circle Time and discussion of the 'Golden Rules' are a valuable way of reinforcing our message. PSHE is currently timetabled for the children from Reception to Year 6 and PSHE lessons take place weekly (see PSHE Handbook). This sometimes takes place as a Circle Time session. Circle time is used as the need arises.
- 4) All teaching staff expect parallel standards of orderly behaviour in lessons, about the School generally, and safe and sensible behaviour in the playgrounds.
- 5) When selecting subject material, for example for Literacy, care is taken to choose topics which will lend themselves to discussion of correct moral choices.

6) Whole Form punishments are not administered.

Rewards (for additional details see Appendix C)

Our emphasis is on rewards to reinforce positive and appropriate performance and behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by achievements.

In addition to praise, we reward positive and appropriate behaviour and performance in the following ways:

At Upper School, House Points (leading to Bronze, Silver, Gold and Platinum Certificates) are awarded for 'good citizenship' (alongside points awarded for effort in academic work) and these contribute to a child's personal total, as well as her House total.

A special certificate is sometimes presented by the Headmistress for acquiring an exceptional number of house points. (See Appendix C)

In Junior House stickers are awarded to children. They are valued by children and serve as a tangible recognition of appropriate performance and behaviour.

Two 'Kindness and Friendship' cups are awarded every term to Year Two children and at Upper School every term two 'Esprit de Corps' cups are awarded to different age groups. The awards are given by the Headmistress at a ceremony at the end of term, after consultation with the Staff.

The pupil leadership team in Year 6 and Year 3 – 5 at Upper School is intended to develop a sense of responsibility as the girls' progress through the school. ~~in the older children and to encourage good behaviour by example.~~ Detailed job descriptions with duties, responsibilities and good habits for leadership are shared with our pupil leaders by the key staff member guiding and supporting them in their role.

The 'Star of the Week' system is used to reinforce good behaviour (especially when children use their initiative) and the weekly award is a teddy bear to keep for the week at Junior House and a special certificate at Upper School and these are presented formally in Prayers once a week.

OUR MOST POWERFUL MEANS OF FOSTERING GOOD BEHAVIOUR IS MEANINGFUL PRAISE

Implementing Consistent Standards of Behaviour

Staff meetings are held regularly to discuss standards of behaviour that we all expect, e.g. opening doors for others, standing when a member of staff enters the room at Upper School, knocking on another form room door before opening it.

Corporal Punishment

Corporal punishment is prohibited. This includes the administration of corporal punishment to a pupil during any activity, whether or not within the School premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Teachers may use 'physical intervention', to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child).

Where physical restraint is needed, staff should use no more force than is necessary. Where a member of staff has taken action to restrain a pupil physically they should provide a written report of the incident to the Headmistress, who will in turn inform the parents of what action was taken and why.

Allegations by pupils against staff

The governing body, teaching and support staff and volunteers take all concerns and allegations most seriously and will respond appropriately. Allegations are managed swiftly, correctly and safely. Details of procedures for dealing with allegations by pupils against staff are set out in the School's Child Protection and Safeguarding Policy. Reference should also be made to the School's Parental Complaints Procedure and the High March Code of Conduct for Staff.

Discouragement of Bad Behaviour

In general, the member of Staff who witnesses an incident of bad behaviour will deal with it on the spot. In most instances, a straightforward reprimand will be sufficient. Occasionally Form Teachers will share any concerns with the parents. Records of incidents, conversations or meetings are made on the comments sheet in the pupil's Daybook on Engage and the Head of Upper School or Head of Junior House are alerted when a new record has been added, allowing them to have a clear oversight of behaviour. Records will include a summary of events and actions taken, any communication with parents and any follow up required.

Repeated problems are reported to the Form Teacher and subsequently to the Head of Upper School in Upper School or the Head of Junior House. Where the concern relates to a bullying matter, the Head of Upper School or Head of Junior House will make an additional record on the School's Bullying Log. They will evaluate and review any actions taken to ensure that the matter has been resolved effectively. If an offence is of a very serious nature, this is reported by the Head of Upper School or Head of Junior House to the Headmistress. The Head of Upper School at Upper School and the Head of Junior House maintain a centralised record of sanctions imposed for serious misbehaviour (see Appendix F). If it is necessary to involve parents, the Headmistress may communicate with them. When a child is seen to be struggling to manage their behaviour we will implement a system of support suited to the individual needs of that child. For example, this might involve a weekly meeting with the Head of Upper School and /or the Assistant Head (Wellbeing and Mental Health) a 1:1 or small group social skills workshop, a home/School report book or sticker charts.

Unacceptable behaviour is discussed only with the people who need to know, not with other children, nor with other parents. Staff do not discuss incidents in front of other children. Staff do

not berate a child several times for the same offence, nor do they remind him or her of previous misdemeanours without good reason. Any form of corporal punishment is never used.

Sanctions (for additional details see Appendix C and D)

- 1) Sanctions might include a verbal reprimand, being asked to repeat a piece of work to a satisfactory standard, writing a letter of apology or missing a break time.
- 2) Minus marks are awarded for:
 - Inconsiderate behaviour
 - Repeated forgetfulness
 - Minor acts of disobedience
 - When the individual child has not followed Upper School expectations
- 3) In extreme cases a pupil may be excluded from School outings, journeys, plays, concerts and parties. The Headmistress would consult the Governing Body before considering a punishment of this nature and she will communicate with parents if this action has been agreed.
- 4) More serious behaviour - eg deception, lying, malicious allegations against staff, stealing, cheating, being rude to members of staff, unkindness to other children - is dealt with by discussion involving appropriate personnel, such as Form Teacher, Assistant Head (Wellbeing & Mental Health), Head of Upper School, the Head of Junior House, and the Headmistress. The Headmistress will communicate with parents as necessary and a punishment could include suspension or expulsion. (See also the 'Anti-Bullying Policy'.)
- 5) Suspension needs the agreement of the Chairman of Governors and the Headmistress communicates with the parents if this becomes necessary.

Sanctions for Bad Behaviour in Junior House (for additional details see Appendices C and E)

Bad behaviour is dealt with by the teacher, who will communicate with parents as necessary. Should the behaviour not improve, the teacher will communicate with the Head of Junior House and/or the Headmistress to discuss a course of action.

The Problem of "Missing" Items

From time to time we have a spate of small items "missing" from children's desks, bags, etc. Very often these are found later and sometimes at home. Sometimes we suspect that a child or children are responsible for taking other children's things. Discussion in the staff-room generally leads to useful strategies being evolved. This is something that we take seriously and wish to be seen to take seriously.

Related Documents:

Anti-bullying Policy

Child Protection and Safeguarding Policy

Code of Conduct for Staff

ICT Security Policy

Behaviour and Pastoral Care Policy 2021 – 22

Parent Handbook
Parental Complaints Procedure
PSHE Handbook
DfE Preventing and Tackling Bullying Updated July 2017
DfE Behaviour and discipline in school 2 September 2020

APPENDIX A

THE GOLDEN RULES AND EXPECTATIONS

GOLDEN RULES:

1. We are gentle
2. We are kind and helpful
3. We work hard
4. We look after property
5. We listen to people
6. We are honest

EXPECTATIONS:

Around the School:

1. Listen to your teacher and do what he/she has requested
2. Walk carefully around the school and never run
3. Make sure that your uniform is always neat, tidy, named and complete
4. Keep money, toys and sweets at home unless you have had permission from your teacher
5. Keep your school tidy

In the Classroom:

1. Have the correct equipment with you
2. Arrive promptly and settle down quickly
3. Concentrate on your work
4. Raise your hand if you wish to speak
5. Allow other children to work without distraction
6. Walk around the classroom carefully

In the Dining Room:

Pupils should try to observe common sense and good manners at lunchtime and be made aware of the points below:

1. Always walk when in the Dining Hall
2. Do not push in the queue
3. Remember to thank the serving staff
4. Talk quietly and sensibly
5. Use all cutlery properly
6. Remember good table manners
7. Always clear away your own dishes (In Junior House staff clear plates)
8. Always stop and listen when asked to do so
9. Do not leave the Hall until you have been given permission to do so

Behaviour to Others:

1. Show good manners
2. Be kind to other children
3. Treat others as you would like to be treated
4. Have respect for other people's property

APPENDIX B

SCHOOL REGULATIONS - UPPER SCHOOL

GENERAL

1. No member of staff is on duty until 8:00am. No girl may enter the school buildings until 8:25am without prior permission from the ~~Cap Tutor~~ Assistant Tutor on duty in the playground.
2. Books must be brought to school in a school bag.
3. Hair must be tied back. Dark blue or tortoiseshell slides or ribbons as well as the matching tartan hair accessories with winter uniform and matching striped hair accessories with summer uniform, are to be worn.
4. Girls should be quiet after the 8.40 a.m. bell for Prayers and silence must be observed once in the Hall.
5. Money must be kept on the person or given to a member of staff.
6. A spare pen or cartridge should be kept in school.
7. Keep to the left in the corridors and on the stairs.

BREAK PERIODS

1. Between lessons girls should stay in their classrooms and get ready for the next lesson. Required books, pens and pencils must be on desks before the lesson starts.
2. At lunch time girls should go to the cloakroom to wash their hands before proceeding to the hall for lunch.
3. Outdoor break - break should be eaten outside.
Indoor Break – All children must go in the hall. Break should be eaten in the hall.
4. At lunch time children remain in the dining room until a member of staff dismisses them.
5. The School Nurse is responsible for First Aid during the morning and lunch breaks. In her absence, members of staff on duty are responsible for First-Aid at morning break and during lunch break, the Administrator/PA to the Directors and the ~~two Deputy Heads ??~~ cover any First-Aid duties.
6. Indoor lunch break – four members of staff are deployed around school. In Acacia, one member of staff remains upstairs and one covers downstairs, including the cloakrooms. In the main building, the Librarian patrols upstairs and one member of staff oversees 4C and the downstairs toilets. Two Play Watch girls are also on duty.

CLOTHING

1. High March regulation bags must be used.

2. Jewellery should not normally be worn at School (though plain stud earrings are acceptable). Watches and pens must be marked with the owner's name. No jewellery or watches may be worn whilst swimming or doing PE.
3. High March regulation school uniform should be worn at all times.

HOME TIME

After School ends, unless a girl has permission in writing to leave alone, she must wait for her parent or carer by the blue gate. For girls going home at 3:50 p.m., if not collected by 4:00 p.m. the teacher on duty will escort her to Junior House.

APPENDIX C

REWARDS AND SANCTIONS

Rewards and Sanctions in Junior House

At Junior House we encourage children to develop self-motivation and to take responsibility for their own learning.

Children are rewarded with praise and encouragement – both verbal and written. This is reinforced by stickers placed on their work and sometimes on their clothes or home/school diaries. This enables them to share their success with the wider community.

Golden Time is used as a weekly reward for girls in Years One and Two.

Children can also be sent to the Headmistress for her Special Award Sticker when something notable is achieved. A certificate for this achievement is then awarded in Prayers.

Each class has a bear which is awarded weekly in Headmistress's Prayers along with a 'Star of the Week' Certificate which describes the achievement. Each child's photograph then appears on the 'Stars of the Week' board in the library allowing everyone to recognise the achievement.

When a child's behaviour is unacceptable the class teacher or a member of staff will take the child aside and discuss with them their behaviour. They will be reminded of the Golden rules. Expressing disappointment in this way is usually sufficient.

While it is rare for children to have to be sanctioned, the loss of five minutes of 'Golden Time' is usually effective.

Rewards at Upper School

As with Junior House, children are rewarded with praise and encouragement – both verbal and written. This may be reinforced by House Points as detailed below.

Staff nominate between one and three members of a class to receive a 'Star of the Week' Certificate each week. The certificate is awarded in Prayers and the child's photograph is then displayed on the school's internal television screens.

Staff may nominate a pupil's work to show to the Headmistress when something notable is achieved. This work will then be shared with the School in Prayers and the pupil will receive a special certificate and sticker from the Headmistress.

Pupils may reward their peers for kind and considerate behaviour by nominating them for an Act of Kindness.

Children achieving full marks in an Accelerated Reader quiz will have their name displayed outside the Hall.

Pupils who earn the most points in their class for successfully completing Accelerated Reader quizzes are awarded a certificate and a small prize at the end of term Prayers.

House Points:

1. These are awarded to individual children for following the Golden Rules and being good citizens.
2. These are awarded to individual children for showing a good attitude to their work.
3. These are awarded to individual children for showing improvement in their work. This could be for gaining 100% or for gaining an improved mark in a test/homework.
4. These should be awarded singly and not in multiples, unless for project work or work of considerable outstanding quality.
5. They should NOT be difficult for children to achieve, and teachers should be looking out for opportunities to award house points.
6. House points are recorded by the teacher in the child's homework diary and one house point is represented by the teacher's initial.
7. House point totals for each House should be collated each week, in Form Period, by the Form Teacher and handed to the House captains who liaise with the Administrator/PA to the Directors to update house points each week. The weekly and accumulative termly totals are then read out each week in Prayers by the house captains and a cup is awarded to the winning House at the end of each half term.
8. House points should never be taken away.
9. Certificates are awarded by the Form Teacher as each child achieves the following totals:
20 = Bronze
40 = Silver
60 = Gold
80 = Platinum
Gold and Platinum certificates are presented by the Headmistress in the next Prayers. Staff place the completed Gold and Platinum certificates in the Head of Upper School's pigeonhole in the staff room.

APPENDIX D

Strategies and Sanctions for use at Upper School:

For any unwanted behaviours, staff should take the opportunity to refer to the Golden Rules and to remind the pupil of our rules and expectations, as well as the rationale behind them. Whilst we recognise the importance of giving pupils a fresh start at the beginning of each new term and support them in this, records are kept on Engage for future reference and to aid in our monitoring of pupil behaviour.

<p>Stage 1 Typical behaviours might include low level disruption, running in the corridor, talking in the line, minor infringement of the Golden Rules, rough play, late Prep etc. This level is unlikely to warrant a Minus mark.</p> <p>The Form Tutor will monitor and take action in stage 2 if they notice repeated occurrences of poor behaviour.</p>	
Managed by:	The staff member witnessing behaviour
Inform:	<ul style="list-style-type: none"> - Form Tutor - If behaviour warrants a note on Engage, Head of Upper School should be copied in.
Possible responses and/or sanctions:	<ul style="list-style-type: none"> - Verbal warning from member of staff - Reminder of the Golden Rules - 5 minutes 'Time Out' in the playground - Time in during break/lunch with staff member to repeat or complete a piece of work - Late Prep mark (the member of staff should alert parents using the standard notification email and follow this up to ensure that a parent has initialled the note in the homework diary). - Pupil asked to give verbal apology - Called out of line and asked to stand at the front of the line - If poor behaviour is in Dining Hall, the pupil may be moved to a different seat for the remainder of that week or sent to the back of the line to enter the Hall

<p>Stage 2 This stage should be used for repeated minor incidents or for incidents such as rudeness, lack of respect, deliberate unkindness or antagonising of others. If behaviours do not correct themselves then sanctions from stage 3 may be required.</p>	
Managed by:	The staff member involved and/or Form Tutor
Inform:	- Form Tutor

	<p>-Head of Upper School or, if work related, the Deputy Head Teaching and Learning</p> <ul style="list-style-type: none"> - Record on Engage - It may be appropriate to notify parents via Homework Diary or email - Staff should be made aware via Staff Briefings
Possible responses and/or sanctions:	<p><i>Sanctions could involve one or a combination of the following:</i></p> <ul style="list-style-type: none"> - A single Minus mark. (The member of staff should alert parents using the standard notification email and follow this up to ensure that a parent has initialled the note in the homework diary). - If 3 Late Prep marks have been given, the pupil should be sent to the Deputy Head Teaching & Learning who may choose whether to give a Minus Mark or not. The teacher awarding the 3rd late prep should include the Deputy Head Teaching & Learning in the Engage notification when sending standard alert to parents. - 10 minutes 'Time Out' during break time - A written letter of apology to be completed during a break time or at Home - Brief 'Time Out' from lesson to re-focus - Pupil may be sent to sit at the back of another class to complete work (place note on Engage). (If this is required more than once, inform parents via Homework Diary or email) - Pupil may be asked to repeat a piece of work to a satisfactory standard

Stage 3	
<p>This stage is used for more serious incidents such as taking others' property or deliberately damaging property, use of bad language, lying or being disrespectful to a teacher etc. This stage may also be appropriate for behaviour that could potentially lead on to bullying behaviours or for the first instance of deliberate, physical violence or repeated accidental incidents. It also covers repetition of issues covered in stage 2.</p>	
Managed by:	Form Tutor and/or Assistant Head (Wellbeing & Mental Health) and Head of Upper School.
Inform:	<ul style="list-style-type: none"> - Form Tutor should be notified by the member of staff initially involved - Head of Upper School and Headmistress notified via Engage - Parents should be notified by the Form Tutor of the incident and any sanctions applied - Staff should be made aware via Staff Briefings
Possible responses and/or sanctions:	<p><i>Sanctions could involve a combination of the following:</i></p> <ul style="list-style-type: none"> -10 to 15 minutes lost during break time - A written apology or reflection on what they did wrong and how they can turn their behaviour around - A single Minus mark (the member of staff should alert parents using the

	<p>standard notification email and follow this up to ensure that a parent has initialled the note in the homework diary).</p> <ul style="list-style-type: none"> - A request to replace a broken or damaged item - Time spent with Form Tutor and other parties to discuss problems and strategies to prevent any repetitions - Pupil to write out and explain the relevant Golden Rules - Sent to Head of Upper School at the discretion of Form Tutor - If 3 Minus marks have been received, the pupil will be sent to see the -Head of Upper School. The member of staff who gives a 3rd Minus mark should include the Head of Upper School in the notifications when sending standard alert to parents.
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<p>Stage 4 Possible early stages of bullying, whether physical, cyber related or emotional e.g. consistently not letting someone join in with a game. 2nd instance of deliberate, physical violence. Repeated Minus marks or incidents from stages 3 or 4 showing no remorse or improvement in behaviour.</p>	
Managed by:	-Head of Upper School
Inform:	<ul style="list-style-type: none"> - Form Tutor - Head of Upper School - Headmistress (via Engage) - Parents asked to meet with Head of Upper School- Staff to be kept informed via Staff Briefings
Possible sanctions:	<p><i>Sanctions could involve a combination of the following:</i></p> <ul style="list-style-type: none"> - Missing of a break and/or lunch time - Sent to Head of Upper School - Minus mark (the member of staff should alert parents using the standard notification email and follow this up to ensure that a parent has initialled the note in the homework diary). - Daily 'Positive Behaviour Chart' implemented to support the pupil and encourage improvements in behaviour with specific targets being set. Depending on level required, pupils could either: <ul style="list-style-type: none"> • report to the Form Tutor daily and chart to be signed by Head of Upper School and parents at the end of each week. This should be for an optimum of 2 weeks (4 weeks maximum). • or, staff could be asked to comment and grade against the targets in all lessons. Pupil to report to Head of Upper School at the end of each day and the report should be signed by pupil and parents at the end of the week. This should be for an optimum of 10 days (3 weeks maximum). - Formal letter of apology - Temporary loss of privileges/responsibilities (with prior agreement from Headmistress (e.g. Prefect status, position on School Council, free choice of lunch seating etc.) - Non-selection for next sporting fixture if behaviour is aggressive or

	linked to PE - Pupil/s to meet with Head of Upper School for a weekly meeting.
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Stage 5 Repeated examples of aggressive behaviour or bullying (whether physical, cyber related or emotional). Repeated incidents from stages 2 – 4.	
Managed by:	Head of Upper School and/or Headmistress
Inform:	- Form Tutor - - Headmistress - Parents asked to meet with Head of Upper School or Headmistress - Staff made aware via staff briefings
Possible sanctions:	<i>Sanctions could involve a combination of the following:</i> - 'Positive Progress Action Plan' to be put in place by the School and communicated to parents - Losing the right to attend a sporting event, day or residential trip (with prior agreement from the Headmistress) - Pupil placed on daily 'Positive Behaviour Chart' as detailed for Stage 4. - Pupil/s to meet with Head of Upper School for a daily meeting. - Counselling may be recommended for the parents to consider.

Stage 6 This stage covers major incidents of aggressive behaviour or repeated bullying or cyber-bullying after action at Stage 5 has been implemented. Making a deliberately false or malicious allegation against a member of staff and other gross misconduct that affects the welfare or safety of another member of the School community. Extreme anti-social behaviour or behaviour that brings the School into disrepute (on or off the premises).	
Managed by:	Headmistress
Inform:	Form Tutor Head of Upper School/Headmistress (via Engage/) Head of Upper School School Directors (via Headmistress) Parents
Possible sanctions:	- Formal disciplinary meeting arranged between the Headmistress, Head of Upper School and parents to discuss the next step of action - At this stage it would be the discretion of the Headmistress in consultation with the School Directors as to the most appropriate course of action e.g. child sent home for the rest of the day to

	<p>'cool off', individual Positive Progress Action Plan with daily update to parents, inter-agency involvement, fixed term or permanent exclusion.</p> <p>- Head of Upper School to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour' sheet (see Appendix D)</p>
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Minus Marks:

1. Minus marks should be viewed as a serious sanction by pupils and it is therefore important that teachers limit the use of Minus marks. They should be given to individual children as a sanction when a Golden Rule has been broken or when health and safety rules have been broken. In general, they should not be used for instances of late arrival to lessons, late prep, talking in line etc. and sanctions from Stage 1 should be applied instead. When 3 Late Prep marks have been received, the Deputy Head (Teaching and Learning) may choose to give a Minus mark.
2. A Minus mark should be given out following a warning, where appropriate, and the teacher must be absolutely certain that it is deserved. It is wise to discuss the reason for the minus with the child, so the child understands the reason why this sanction has been used.
3. When a Minus has been noted in a child's Homework Diary, the teacher should alert parents by sending the standard email notification. This asks the parents to sign the Homework diary as a way of confirming that the matter has been discussed with their child. The teacher should follow this up the next day to check it has been seen.
4. They must be given singly.

APPENDIX E

Strategies and Sanctions for Use at Junior House:

<p>Stage 1: Typical behaviours might include: talking at inappropriate times, not following instructions, fighting over toys.</p>	
<p>Managed by:</p>	<p>Class staff and any other staff member who witnesses the behaviour</p>
<p>Inform:</p>	<ul style="list-style-type: none"> - Class Teacher - If behaviour warrants a note on Engage, Head of Junior House should be copied in. - Consider letting other playground staff know (if relevant) so that the pupil can be supported and the behaviour monitored
<p>Possible responses and/or sanctions:</p>	<ul style="list-style-type: none"> - Remind the pupils what they should be doing. Talk to them about what good behaviour is – refer to the Golden Rules - Support pupil not to repeat the inappropriate behaviour - Warn them of the action that will be taken if the behaviour continues (ie. Stage 2)

<p>Stage 2: Typical behaviours might include: repeated and persistent offences at Stage 1, mistreating equipment, being disruptive, not getting on with work, first time name calling, one off lying, one off physical contact (hitting, kicking, biting).</p>	
<p>Managed by:</p>	<p>Class staff and any other staff member who witnesses the behaviour</p>
<p>Inform:</p>	<ul style="list-style-type: none"> - Record on Engage, particularly when parents are asked to support - Where appropriate, parents will be involved to support by deterring any inappropriate behaviour in the future. This will be done through an informal chat as necessary - Information should be shared with all staff at a Briefing or by email if more urgent
<p>Possible responses and/or sanctions:</p>	<ul style="list-style-type: none"> - Temporary isolation from the situation: - playground – 5 minutes sitting out

	- classroom – 5 minutes sitting away from the other pupils
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Stage 3: Typical behaviours would be repeated and persistent offences at Stage 2	
Managed by:	Class teacher in conjunction with Head of Junior House
Inform:	<ul style="list-style-type: none"> - Head of Junior House - Update parents on the situation - Record on Engage should be included in notification as well as Head of Junior House and Headmistress - Information should be shared with all staff at a Briefing or by email if more urgent
Possible responses and/or sanctions:	<ul style="list-style-type: none"> - Pupil sent to Head of Junior House. Talk about repeated misbehaviour and its effect. Discuss ways of solving the problem - Individual behaviour chart, with specific targets may be introduced to achieve stars or stickers for achieving the targets – this will be implemented for each session during the day. Chart to be sent home daily for parents to see and be involved - Write a letter of apology if appropriate

Stage 4: Typical behaviours include: repeated and persistent offences at Stage 3, repeated physical offences, stealing, threatening another pupil.	
Managed by:	Headmistress in conjunction with Head of Junior House
Inform:	<ul style="list-style-type: none"> - Parents will be informed and invited to discuss the issues with the class teacher, Head of Junior House and the Headmistress. They will be invited to work with the school to solve the problem - Information should be shared with all staff at a Briefing or by email if more urgent - Record on Engage (include Headmistress, Head of Junior House and Head of Upper School and Assistant Head (Wellbeing & Mental Health) in the notification)
Possible responses and/or sanctions:	- Pupil sent to Headmistress

<p>Stage 5: Typical behaviours include: being violent towards the teacher or another pupil eg. throwing furniture, repeated bullying by name calling, continually threatening another pupil or other forms of bullying; making a deliberately false or malicious allegation against a member of staff. Other serious misconduct which affects the welfare of another member of the school community, or which brings the School into disrepute (on or off the school premises)</p>	
<p>Managed by:</p>	<p>School's Directors Headmistress Head of Junior House</p>
<p>Inform:</p>	<ul style="list-style-type: none"> - Class Teacher - Parents - Head of Junior House to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour' sheet (see Appendix D) - Record on Engage
<p>Possible responses and/or sanctions:</p>	<ul style="list-style-type: none"> - Formal disciplinary meeting arranged between the Headmistress and parents to discuss the 'next step' of action. At this stage it would be at the discretion of the Headmistress, in consultation with the School Directors, as to the most appropriate course of action - Individual action plan with daily update for parents, inter-agency involvement - Fixed term exclusion - Permanent exclusion

Appendix F (sample template)

Record of Sanctions Imposed for Serious Misbehaviour

Pupil name and Year group	Date and description of incident	Sanction imposed	Headmistress and Governor signature and date