



High March

BEHAVIOUR AND PASTORAL CARE POLICY

Person responsible for latest revision:	Mrs S Walker-Stidder & Mrs M Honiball
Page number of any significant changes in latest revision:	
Date of last review:	March 2026
Reviewed October 2025	Updates to school counsellor and School pupil notes system.
Reviewed March 2026	Updates to incorporate Government guidance for Mobile Phones (April 2026) and Restrictive Interventions and Use of Reasonable Force (April 2026)
ISSR Reference	9a

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

HIGH MARCH

PASTORAL CARE POLICY

Introduction

At High March, the pastoral care of our pupils is a priority. We aim to nurture every child's emotional, social and academic wellbeing, helping them to thrive in a supportive environment. Our approach ensures pupils can maximise opportunities, reach their potential and experience success, confidence and happiness.

"Kindness and friendship is the rule"

This policy applies to the Early Years, Key Stage 1 and Key Stage 2 and should be read in conjunction with other related policies and School documents, all of which are listed at the end of this document.

Aims

- Promote pupils' wellbeing, self-esteem, confidence and resilience
- Support pupils experiencing personal, social, or emotional difficulties
- Ensure all staff understand their pastoral responsibilities
- Maintain consistent systems for monitoring and responding to concerns
- Promote partnership with parents and carers in supporting pupils' development.

Pastoral Team

Pastoral Leads:

- Mrs Walker-Stidder, Head of Upper School, Deputy Head (Pastoral) and Deputy DSL
- Mrs M Honiball, Head of Junior House, Deputy Head (Pastoral) and Deputy DSL

Pastoral Team:

- Assistant Head (Wellbeing and Mental Health)
- Head of Learning Support (SENDSCO).
- Medical and Welfare Officer (also Deputy DSL)

Key Responsibilities:

- Form Tutors – daily pastoral care, monitoring wellbeing and behaviour
- Pastoral Team – oversee wellbeing initiatives, provide support to vulnerable pupils, lead 'Time to Talk' sessions (Upper School) and guide Junior House staff as needed.
- All Staff – nurture pupils, model expected behaviour, identify concerns and escalate appropriately.

Staff achieve this in the following ways:

- get to know pupils well, including their interests and home backgrounds, and show an interest in them.
- develop a warm rapport, based on mutual respect, with pupils
- monitor the confidence, well-being and self-esteem of pupils, and intervene if problems arise.
- are approachable, quick to listen and slow to judge.

- teach by example and remember always that actions speak louder than words.
- engender a class dynamic which is inclusive, generous, caring and mutually respectful.
- encourage responsible behaviour towards others, the classroom and the school environment.
- provide care 'round the edges' when children experience difficulties with organisation etc.
- 'go the extra mile' to support children who are experiencing difficulties.
- are persistent and consistent in requiring the highest standards of speech, dress and behaviour, and deal promptly, fairly and firmly with any transgressions.

The staff 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.

Pastoral Support Structures

Individual Support

- 'Time to Talk' sessions and individual tutorials
- Counselling is available through external links with local counselling services
- Peer Support via Wellbeing Prefects, Playground Buddies and pupil leadership roles.

Group Support

- PSHE and Relationships Education: weekly lessons covering wellbeing, mental and physical health, safety, online safety, substance awareness and relationships.
- Girls on Board program for Upper School girls – equipping them with tools for managing friendships and social challenges.
- Small group nurture or friendship support where needed.

Monitoring and Recording

- Concerns, incidents and actions recorded on Complete-Ed.
- Reviewed by Heads of Upper School and Junior House and shared on a need-to-know basis.
- Regular briefings ensure coordinated support

Opportunities for Pastoral Care

All pupils have a right to high quality pastoral care; however, some pupils, consistently or from time to time, due to personality/character difficulties or circumstances beyond their control, will need more pastoral care than others.

Examples include children who may:

- have additional needs and related problems of self-esteem
- have suffered bereavement or parental separation
- be new to the school
- be homesick on residential trips
- find it difficult to behave appropriately
- have bullied or have been bullied
- have fallen out with their friends
- be suffering from examination stress

Form teachers and other staff must prioritise the needs of these children and involve members of the pastoral team if extra support is necessary.

Certain activities or times of the day provide particular opportunities for pastoral care.

Examples include

- registration,
- break times,
- form time,
- assemblies and
- day and residential trips.

Staff take every opportunity to use these times to provide high-quality pastoral care. However, pastoral care is ongoing throughout the School day.

PSHE and Relationships Education

These are timetabled weekly lessons for all classes and teach topics that are essential to the personal development of pupils, including:

- Online safety (inside and outside of the home as well as on the internet)
- Physical and Mental well-being (including informed choices about drugs, alcohol, tobacco and substance abuse),
- First Aid skills,
- Zones of Regulation
- Relationships Education

The PSHE and Relationships curriculum may also include Philosophy for Children or Circle Time activities to explore topics and issues.

Tutorials

In **Upper School** Form teachers hold individual tutorial meetings at least once per term with every child during weekly form time.

At Junior House, the Head of Junior School holds individual tutorial meetings with pupils each term. Tutorials are used to check in with pupils and discuss any matters arising or worries, they may have.

Time to Talk

An 'open door' system operates across the school for any pupil to speak to any member of the pastoral team if they have a worry and would like time to talk to someone.

Girls on Board (Upper School)

Friendship is one of the School's core values but friendships can be tricky and difficult to navigate especially for girls. Specific support around friendships is offered to pupils through the School's **Girls on Board** programme, led by the Assistant Head Mental Health and Wellbeing. Year 3 are introduced to the Girls on Board approach early in the academic year to discuss different types of friendships and the core principle that every girl needs a friend. Throughout Upper School, when friendship issues arise, as they can during any school year, further Girls on Board sessions are arranged to help equip the girls with the vocabulary and skills to deal with issues they may encounter and recognise how to help themselves and each other.

We also provide **Friendship and nurture groups**, led by the Head of Learning Support (SENDSCO), for those pupils who need further support.

Peer Support

Peer Support is encouraged and developed as a valuable way of pupils engaging in pastoral care for each other.

- Our Year 6, well-being prefects, librarian prefects, House and Sports Captains and playground leaders, pupil buddies in Years 3 to 6 all have opportunities in their roles to support younger pupils and their peers.
- Pupils in Year 2 also have the opportunity to be librarians and playground leaders.
- Staff in the Foundation Stage use the Playing and Learning to Socialise (PALS) programme to support children in developing their social skills where this is deemed necessary
- Pupil Council Food Committee, Eco Committee and Junior Road Safety Team
- Termly meetings are held for pupils to voice their views and ideas to contribute to improving the quality of pastoral care within the School.

Quest Wellbeing Survey

Pupils in KS1 and KS2 undertake the Quest Wellbeing Survey twice a year. The results are reviewed in conjunction with academic results and pastoral records, and this provides insights for staff about pupils that may need further pastoral support. Appropriate strategies and support are put in place. This is regularly reviewed.

Playtimes

To help children alert other pupils and staff that they are in need of a friend to play with, at Upper School there is a Friendship Bench positioned in the playground.

At Junior House, children are encouraged to seek help from a teacher if they need a friend to play with. In addition, staff on duty look out for children who are alone and who may need support. This ensures that pupils are kept safe and enables any friendship issues to be addressed and resolved promptly.

Fun and Friendship Club

Small and informal clubs are offered to pupils if they need additional support with friendships and social interaction. A buddy system is also used to extend friendship groups too.

First Aid

The Medical and Welfare Officer in Upper School and the Midday Supervisor in Junior House are available at break times to help deal with First Aid issues. They maintain an overview of pupils' medical conditions and dietary needs which they circulate with staff. Most staff are First Aid trained as well and can provide support to pupils.

Counsellors

High March School has access to a number of external professional Counsellors who parents are directed to if the School recommends some external support would benefit the child. Sessions may be beneficial to a child for many reasons, for example: stress/anxiety, depression, anger, family or friendship difficulties, bereavement or low self-esteem to name a few. Referrals are made by the Head of Upper School or Head of Junior House who will contact parents and discuss the recommendation of this service and provide contact details for external professionals who have worked with the school previously. If parents feel that this service may be of benefit for their

child, they contact the external professional directly to ask for further information. Pupils are granted absence to attend counselling sessions if they fall within the school day.

Recording, Reporting and Management of Pastoral Matters

Pastoral care will be compromised if relevant information about children is not known by staff concerned. Sensitive information should be managed on a need-to-know basis, but in general information about pupils' needs should be shared among all who care for them. All information about pupils is confidential and must not under any circumstances be passed on to any person who is not a member of staff, unless permission has been granted by the Headmistress.

Complete-Ed

Any pastoral concerns staff may have are electronically recorded on Complete-Ed and shared with the Head of Junior House or Head of Upper School and Form Teacher. Staff record incidents of any kind, along with actions taken. This allows the Head of Upper School and Head of Junior House to have a clear overview of incidents, to identify patterns and to follow up or evaluate the effectiveness of actions taken. The Head of Upper School and Head of Junior House are responsible for notifying the Headmistress who will advise and support as required. Parents may be contacted to discuss any concerns of a pastoral nature.

Complete-Ed also holds medical and holistic information about each pupil which may be of a pastoral nature such as family bereavements and family circumstances.

Staff Meetings and Briefings

The staff have **weekly briefings** and regular **staff meetings** where any pupil concerns are raised, discussed and actions to support them can be agreed. Minutes of these meetings are taken and circulated to all staff. This ensures that all staff are aware of any pastoral issues and the support to be put in place.

The Head of Learning Support (SENDSCO) maintains **learning success passports** for each child with additional needs including children without a diagnosed SEN and discusses these at staff meetings and circulates them to staff. This ensures that all staff are aware of the pupils' individual needs and how best to address these.

Pastoral Team Meetings

The Head of Upper School and Head of Junior House arrange meetings with other members of the pastoral team to review, plan and manage the pastoral care of pupils in each phase of the School as required.

A 'Sharing Box' is available for pupils in Upper School to write down any worries. This is found in the entrance to 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.

Governors' Report

The Head of Upper School and Head of Junior House hold termly safeguarding and pastoral meetings with Wishford Education to review and report on development plans and actions, behaviour logs and pupil updates.

Evaluating and improving the quality of Pastoral Care

Careful 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 (in Upper School), Food Committee meetings, Quest Wellbeing 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.

Liaison with parents regarding pastoral matters

We work in partnership with parents and encourage open communication between home and the School to help support pupils. 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. Staff, including the Head of Upper School and Head of Junior House, make themselves available for consultations if parents have questions or concerns and seek the support of parents if problems arise.

- Pupils from Reception to Year 6 are issued with a Home/School Diary 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 Parents' 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.
- Parents' evenings take place in the Autumn and Spring terms and provide opportunities for parents to meet form teachers and other teachers to discuss any pastoral concerns.

At Upper School

- 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 contact 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 contact staff via email.

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. We prepare our pupils for key transition points in their School journey not just academically but by providing pastoral support, developing soft skills and providing opportunities to become familiar with routines to ensure a smooth and harmonious transition each year.

Early Years

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 classes are invited to attend the Nursery Drop-In sessions in the preceding Spring Term with their parent/s. They also attend a Teddy Bears' Picnic with their families in the Summer Term.
- Reception pupils are invited to a Stay and Play session. This is followed by the Induction afternoon in the Summer Term.
- These events make 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.

Year 2 to Year 3

As pupils prepare to enter Year 3, they make the carefully managed transition from our Junior House to Upper School. Pupils moving up from Year 2 benefit from visits to Upper School for playtimes, lunch and taster lessons with specialist teachers whilst in Year 2. The Year 2 Christmas production rehearsals and performance takes place in the Upper School Hall. In addition, the girls join the Upper School for assembly once a week in the Summer Term before moving up and for the final half of the Summer term parents drop them off at the Upper School before school. This allows both pupils and parents to get to know the school site, staff and some of the routines, procedures and expectations for behaviour at Upper School.

Regular **visits from Upper School Staff and 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 Junior House to be Reading Buddies, our House Captains and Head Girls visit to organise break time play activities and games. Our through school pupil voice groups meeting regularly to plan and work on termly projects together and they present assemblies at both Junior House and Upper School.

Year 3 to Year 4

We recognise the transition from Year 3 to Year 4 with more specialist teaching, Maths groupings and increased movement around the site to subject specific teaching rooms can be a challenging transition for some pupils. Preparation for these changes begins the Summer Term of Year 3.

Moving Up Through the School

At the end of each year, as well as passing on information via Complete-Ed teachers will hold a 'handover' meeting to ensure that all relevant information is communicated prior to the start of term. Care is taken in the handover meetings for Year 2 into Year 3 to ensure that the transition proceeds well for each pupil.

Each year class groupings are reviewed and mixed to produce new class groups for the next academic year. Pupils are part of this process too; they are invited to indicate a couple of friends they would like to be with the following academic year. Every effort is made to ensure they are with at least one of their choices.

During the 'moving up' transition afternoon in July, pupils spend time in their new classrooms with their new class and form teacher and they have the opportunity to meet classroom assistants and other upper school staff.

Into Year 7

Pupils are prepared for life in senior schools through the increasing responsibility and independence they are given as they move through Upper School. By Year 6 the pupils are well used to having regular homework, using online learning platforms, being taught by specialist teachers, moving to specialist teaching rooms, organising equipment needed for lessons and using cloakrooms. In addition, our prefect system ensures Year 6 pupils assume pupil leadership roles and responsibilities. Year 6 pupils may also gain permission to walk to and from School independently.

Parents are invited to meet with the Headmistress in Year 4 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 interview workshops for individual and group mock interviews. In the latter part of the Summer Term in Year 6, pupils will normally receive a visit from a member staff from their new school at High March and be invited to an induction day at their new school. We always welcome visits from the girls' secondary schools as this often helps to allay any concerns.

New Joiners

Pupils joining Reception to Year 6 are invited to attend a 'taster day' usually in the preceding term before they start. Form teachers assign a couple of 'buddies' to help ease their transition and to ensure they settle into life at the School. 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.

Pupils with Additional Needs

We are aware that these pupils often need additional support with transition and the provision offered will be tailored to the specific needs of individual children. The SENCO meets with parents of children with additional needs works in partnership with the parent to support transition. Information is shared with members of staff at staff meetings.

HIGH MARCH

BEHAVIOUR POLICY

Introduction

High March promotes a positive, respectful and safe learning environment. Our core values of kindness, friendship, and educational excellence guide behaviour management.

This policy applies to all pupils including EYFS, KS1 and KS2 and should be read in conjunction with other related policies and School documents, all of which are listed at the end of this document.

Aims

- Encourage positive behaviour through clear expectations, praise and modelling.
- Define acceptable standards of behaviour
- Ensure consistent application of rules and sanctions
- Support pupils in taking responsibility for their actions
- Engage parents as partners in behaviour management

The Role of Staff

Behaviour Leads

- Mrs S Walker-Stidder – Head of Upper School, Deputy Head (Pastoral)
- Mrs M Honiball – Head of Junior House, Deputy Head (Pastoral)

Staff responsibilities

- Model courteous behaviour, apply rules and share expectations consistently.
- Engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Escalate concerns as needed. .
- Deal with behaviour concerns promptly, predictably and consistently in a way that does not discriminate against any child.
- Record incidents on Complete-Ed

Pupil responsibilities

- Follow the school rules, take responsibility for actions and contribute positively to school life.

Our approach

- The staff lead by example, treating children courteously and expecting the children to behave courteously in return.
- We make requests rather than issuing orders.
- We try to keep a sense of proportion when addressing any poor behaviour, e.g., an action that hurts or endangers another person, or animal, is more serious than one that does not.

- In our dealings with pupils, 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 poor behaviour and seek to get pupils to take responsibility for their behaviour and move forward to become the 'good citizens' we genuinely believe they can be.
- We take each individual child and their needs into consideration when sanctions are applied.
- We take the time and trouble to investigate incidents thoroughly and to get the facts straight, as far as possible. This is important and allows us to share information about incidents with one another and with a child's parents.
- 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 pages on Complete-Ed and automatically shared with the Headmistress and the Head of Upper School or Head of Junior House and the child's Form Teacher.
- All significant incidents reported to the Head of Junior House and Head of Upper School are discussed with staff and advice and support offered as required.
- All serious incidents reported to the Head of Junior House and Head of Upper School are discussed with the Headmistress who will advise, and support as required.
- Consistent standards of behaviour are discussed in regular staff meetings when expectations are shared and discussed e.g., lining up and moving through the School quietly, opening doors for others, standing when a visitor enters the room at Upper School and knocking on room door before opening it.
- All staff are made aware of the importance of challenging all inappropriate language and behaviour between pupils and that child-on-child sexual violence and sexual harassment offline or online is never acceptable.

Incidents of behaviour relating to child-on-child abuse, sexual violence and sexual harassment are handled sensitively by the Headmistress, DSL and Heads of Upper School and Junior House with reference to the DfE's revised *Keeping Children Safe in Education 2026 guidance*.

Online incidents (*including bullying, sharing nude or semi-nude images and sexual harassment*), will be dealt with as a disciplinary matter, as well as invoking the schools Safeguarding and Child Protection Policy and procedures and it may result in referrals to the police and Local Authority Designated Officer (LADO).

All staff are made aware of their statutory responsibilities regarding the DfE guidance on The Prevent Duty (2023). Staff are alert to changes in behaviour which could indicate that a pupil may be in need of help and at risk of radicalisation. Staff will use their professional judgement in identifying pupils who might be at risk of radicalisation and discuss their concerns with the DSL.

The School is also mindful of our duties under the Equality Act 2010 and is aware that there are pupils whose needs or circumstances must be considered when implementing the Behaviour Policy. These are pupils with Special Educational Need (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 may display poor behaviour and be 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.

How we promote positive behaviour

The School's core values of kindness, friendship and educational excellence are supported by the School's integrated behaviour curriculum which uses the School's Rules framework to promote positive behaviour. See Appendix A. The School Rules are;

- Be Kind
- Be Ready
- Be Respectful
- Be Safe

The primary aim of the School rules is to establish the expectations for desired behaviour which can be applied in all environments and situations within School. The School rules are a means of communicating what successful behaviour looks like and defining it clearly for all parties whilst promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn. By providing broad simple rules we also aim to embed a moral compass that pupils may use throughout their lives.

We achieve this in the following way:

- The School Rules are clearly and consistently displayed.
- The School Rules are clearly explained and the expectation for each rule is shared with pupils and staff.
- The School Rules are used as a framework for staff to challenge poor pupil behaviour.
- Staff use consistent and clear language when acknowledging positive behaviour and addressing misbehaviour.
- Pupils are given support and time to reflect on their poor behaviour using the School Rules framework.
- The School Rules are referred to with pupils in pastoral time to ensure they are understood and upheld e.g., assemblies, form time and daily registration time.

- The School Rules are discussed in PSHE and Circle Time as a valuable way of reinforcing expectations for positive behaviour.
- All staff have high expectations for the School Rules to be implemented and expect considerate attitudes in lessons, sensible movement about the School and safe behaviour in the playgrounds.
- When selecting topics in lessons care is taken to choose subject material which lends itself to discussion of moral choices framed in the context of the School Rules framework.
- Whole Form punishments are not administered, specific behaviour is discussed and addressed with individuals.

Behaviour routines reinforce the School's behaviour curriculum by teaching expected conduct through consistent practice, promoting core values, positive norms, and clarity around consequences.

The Curriculum and Learning

We offer an appropriately structured curriculum and an effective teaching and learning environment that supports the School Rules framework and contributes to promoting positive 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. We believe in quality first teaching to engage, support and challenge our pupils. Feedback recognises and values pupils' effort as well as their individual progress and helps to move their learning forward.

We provide a well-structured curriculum and a supportive learning environment that reinforces School Rules and encourages positive behaviour. By planning for individual needs, engaging pupils in their learning, and offering meaningful feedback, we foster inclusion and motivation. Our focus on quality first teaching ensures pupils are challenged, supported, and recognised for both effort and progress.

Classroom Management

Classroom management and teaching methods strongly shape pupil behaviour. A positive environment, respectful relationships, and clear routines signal that pupils and their efforts are valued. Staff foster calm through low-key strategies like hand signals, supporting wellbeing. Engaging lessons build cooperation, skills, and understanding, while reflection and praise reinforce positive behaviour and academic excellence.

The Problem of "Missing" Items

Occasionally, small items may go missing from a pupil's desk or bag, often turning up later—sometimes at home. If there is reason to believe another pupil may be involved, staff collaborate

to identify and implement appropriate strategies. All missing items are treated seriously, and we actively support pupils in recovering them.

Rewards

Our emphasis is on rewards to positively reinforce the School Rules and help pupils strive for positive behaviour. We believe that rewards have a motivational role, helping pupils to see that positive behaviour is valued. The most common reward is verbal or written praise, which may be informal or formal, public or private and to individuals or groups. It is earned by the observance and maintenance of the School Rules as well as by effort and achievements.

In addition to praise, we reward positive behaviour, effort and achievements in a variety of ways, including but not limited to the following ways:

- **‘Star of the Week’** certificates are used to reinforce positive attitudes and behaviour and significant effort and achievements. Staff can nominate pupils to receive a ‘Star of the Week’ Certificate and form teachers monitor nominations and confirm which pupils will receive certificates each week. Certificates citing the pupil’s achievement are presented in assemblies each week. In addition, at Junior House pupils receive the ‘Star of the Week’ class teddy bear to look after for the week. ‘Stars of the Week’ are announced in the Friday News, displayed on the electronic notice board in School and at Upper School are recorded on the pupil’s pastoral record.
- A **Headmistress Award** is presented for notable achievement or behaviour. Staff may nominate a pupil’s work for the award. A special sticker and certificate at Junior House and certificate at Upper School are presented by the Headmistress in assembly.
- **House Points** are awarded at Upper School for ‘good citizenship’ alongside points awarded for effort or excellence in academic work. They are recorded in pupil’s homework diaries, and these contribute to the pupil’s personal house point total leading to Bronze, Silver, Gold and Platinum certificates which are presented in assemblies and recorded on the pupil’s Daybook record.
- **Individual House points** also contribute to the weekly year group total leading to the reward of additional time on playground equipment and the overall weekly and termly House total for the presentation of the House cup at the end of each term.
- **Stickers** may be awarded to acknowledge positive behaviour. They are valued by children and serve as a tangible recognition of positive behaviour, achievement and effort.
- **Golden Time** is used as a weekly reward for positive behaviour for pupils in Year 1 and 2.
- 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.

- At Upper School pupils may recognise their peers for kind and considerate behaviour by nominating them with an **Act of Kindness notelet** which is celebrated on a communal display board.
- **Annual School reports** comment favourably on positive behaviour, community involvement and a positive attitude to school.

OUR MOST POWERFUL MEANS OF FOSTERING POSITIVE BEHAVIOUR IS MEANINGFUL PRAISE

Responsibilities

Across the School we encourage children to develop self-awareness and to take responsibility as a way for pupils to uphold the School values and model expected behaviour to their peers.

- **Positions of responsibility** are allocated to Year 6 pupils to establish the pupil leadership team each academic year.
- Pupils in Year 1 – 5 are also allocated positions of responsibility termly. Badges are presented to pupils holding positions of responsibility. Daily or weekly responsibilities are not recognised with badges.
- Roles are intended to develop a sense of responsibility as pupils progress through the school.
- The **School Council** provides opportunities for children to be consulted about and involved in school development of the School behaviour policy.

Sanctions

As a School, we stress the positive approach of encouragement and praise, but even in a well-ordered environment such as ours, it may be necessary for sanctions to be applied from time to time. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School has a progressive six stage approach to applying sanctions which are aimed at consistently enforcing the School rules and values to ensure a safe and positive learning environment. We carefully consider which sanction or combination of sanctions will be appropriate for each individual situation, on the understanding that the desired outcome is an improvement in behaviour. It is essential that pupils are aware that it is an aspect of their behaviour which is not acceptable, not the child themselves.

Our progressive Sanctions stages can be found in Appendix B for Upper School and Appendix C for Junior House.

The decision and imposition of a sanction (including suspension/exclusion) will only take place on the school premises or while the pupil is under the lawful charge of a staff member. If the pupil is already suspended or directed off-site, is absent due to sickness or other reason, or the behaviour occurred off-site (but not on a school trip or activity), the pupil will be brought back into school for the sanction to be imposed.

The School ensures that all pupils, parents and staff know sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned.

Sanctions are generally used to address behavioural issues only. Repeated organisational issues such as three late prep marks or three kit marks may result in a minus mark being issued but more often the Head of Upper School and teachers ensure pupils are supported to develop and improve their organisational skills rather than be punished. This will be done in partnership with parents.

Recording, Reporting and Management of Behaviour Matters

Records of poor behaviour incidents, conversations or meetings and all sanctions are made by staff on Complete-Ed, 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 with the School. Records will include a summary of events and actions taken, any communication with parents and any follow up required. 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 Complete-Ed for future reference and to aid in our monitoring of pupil behaviour.

Repeated problems are reported to the Form Teacher and the Head of 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 Safeguarding and Child Protection management system and the DSL will be informed.

The Head of Upper School or Head of Junior House will evaluate and review any actions taken to ensure that the matter has been resolved effectively. If an incident is of a very serious nature, this is reported by the Head of Upper School or Head of Junior House to the Headmistress.

All sanctions are recorded on Complete-Ed. The Head of Upper School and the Head of Junior House are responsible for maintaining a separate record of sanctions imposed for serious misbehaviour at stage 4,5 or 6 on the Record of Sanctions Imposed for Serious Misbehaviour' sheet (see Appendix D). This is shared annually with the Headmistress and Wishford Governance Team.

A decision about any possible stage 5, or 6 sanctions will be arrived at after a discussion with the Headmistress and the Wishford Governance Team.

When it is necessary to involve parents, the Head of Upper School, Head of Junior House or Headmistress may communicate with them. If a pupil is struggling to manage their behaviour, alongside appropriate sanctions, we 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 or Junior House and /or the Assistant Head (Wellbeing and Mental Health) a 1:1 or small group social skills workshop, a home/School behaviour monitoring card or sticker charts.

Poor behaviour is discussed only with staff who need to know, not with other pupils, nor with other parents. Staff do not discuss incidents in front of pupils. Staff do not berate pupils several times for the same incident, nor do they remind him or her of previous misdemeanours without good reason.

Related Documents:

Anti-bullying Policy
Child Protection and Safeguarding Policy
Code of Conduct for Staff
ICT Security Policy
Parent Handbook
Parental Complaints Procedure
PSHE Handbook
[DfE Preventing and Tackling Bullying Updated July 2017](#)
DfE Guidance Behaviour in Schools September 2024
Keeping Children Safe in Education 2026
[The Equality Act 2010 School Guidance](#)

APPENDIX A

THE SCHOOL BEHAVIOUR CURRICULUM

THE SCHOOL RULES

- Be Kind
- Be Ready
- Be Respectful
- Be Safe

GENERAL EXPECTATIONS:

Be Kind

- to yourself
- to others
- and the environment

Be Ready

- to listen and learn
- to respond and reflect
- by having uniform and equipment needed

Be Respectful

- Treat staff and other pupils with respect
- Look after School and other people's property
- Demonstrate good manners and courtesy

Be Safe

- By using equipment correctly
- By moving calmly and quietly around School
- By playing safely at break times
- By speaking out when something isn't right, or if you have hurt yourself.
- By only accessing appropriate sites and platforms online

APPENDIX B

SCHOOL SANCTIONS GUIDANCE for Upper School:

This guidance aims to ensure general consistency when applying sanctions however staff should use their professional judgement to decide on appropriate sanctions on a case-by-case basis.

Stage 1 – Verbal Intervention For low level disruption and a minor infringement of the School Rules.	
Typical Behaviours	Running in the corridor, talking in the line, rough play, poor manners, late Prep or kit marks
Possible actions	• Verbal warning from member of staff • Reminder of the School Rules • Pupil asked to give verbal apology • Late prep or late kit mark recorded on Engage and Homework diary.
Managed by:	The staff member witnessing behaviour and form teacher
Inform:	• Form Tutor • If behaviour warrants a note in homework diary and/or Complete-Ed , Form Teacher and Head of Upper School should be copied in.
Monitoring	The Form Tutor will monitor and take action at stage 2 level if repeated occurrences of verbal interventions are reported to them by staff members.

Stage 2 – Reflective Break For repeated occurrences of low-level poor behaviour outlined in Stage 1 or single acts of unkindness, disruption, disrespect or dangerous behaviour.	
Typical Behaviour	Name calling, exclusion of others, dangerous play, persistent talking, ignoring instructions, misuse of equipment, poor effort or attitude.
Possible actions	• Pupil to attend a 15-minute reflective break during morning break. 11:00 – 11:15am with a member of the SMT. • Pupil engages in a restorative conversation with staff member to reflect on the impact of their behaviour and discuss a more positive pathway. • Pupils may repeat a piece of work in reflective break. • Pupil may be asked to prepare a written apology in reflective break. • If a pupil is given a 2nd Late Prep mark the pupil can attend reflective break to complete outstanding homework. (The staff member issuing the late prep mark should alert parents and follow this up to ensure that a parent has initialled the note in the homework diary).
Managed by:	The staff member witnessing behaviour, form teachers and SMT
Inform:	• Form Tutor • Record on Complete-Ed • Head of Upper School should be informed of pupil needing to attend a reflective break • Parents informed with a note in homework diary • Parents contacted if a pupil has three reflective breaks within a half term.

Monitoring	Form Teacher and Head of Upper School will monitor repeated attendance in reflective breaks and parents will be contacted if further action is deemed necessary at Stage 3 level.
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Stage 3 - Minus Mark For persistent acts of unkindness, disruption, disrespect or dangerous behaviour outlined in Stage 2 or incidents of a more serious nature which breach the School Rules.	
Typical Behaviours	Acts of disobedience, rudeness, lack of respect, inconsiderate behaviour and deliberate unkindness or antagonising of others, damage to equipment or property, inappropriate online behaviour or behaviour which causes physical harm to others.
Possible actions	• A single minus mark issued and written in pupil's homework diary. • Pupil to meet with the Head of Upper School to discuss the reasons for a minus mark being issued and agree restorative actions needed. • Pupils given a brief 'Time Out' from lessons to re-focus after being given a minus mark. • Pupil required to write a letter of apology to be completed during a reflective break or at home.
Managed by:	The staff member involved and/or Form Tutor and Head of Upper School.
Inform:	• Form Tutor • Head of Upper School and, if work related, the Deputy Head Teaching and Learning • Record behaviour and issue of minus mark on Complete-Ed • Head of Upper School to contact Parents using the standard notification email or by telephone to notify them of the issue of a minus mark. • Other staff should be made aware via Staff Briefings
Monitoring	Form Teacher and Head of Upper School to monitor homework diaries to ensure a parent has initialled the note in the homework diary. Headmistress to follow up with parents if further action is deemed necessary at stage 4 level.

Stage 4 - Temporary internal supervision or exclusion For more serious incidents and significantly poor behaviour which breaches the School rules. This stage incorporates possible early stages of bullying behaviours. It also covers repetition of behaviour covered in stage 3.	
Typical Behaviour	Taking others' property, deliberately damaging property, use of bad language, lying, cheating, malicious unkindness, deliberate exclusion of others, deliberate physical violence or behaviour that has the potential to endanger themselves or others, repeated accidental incidents, being extremely disrespectful to staff, tarnishing the School's reputation.
Possible actions	• Pupil to meet with the Headmistress to discuss the reasons for a temporary internal supervision or exclusion being imposed and agree restorative actions needed. • Pupil withdrawn from certain lessons, clubs, fixtures, visits, plays, concerts or parties whilst in School for limited and set period. • meaningful continuous education must be provided

	• Pupil supervised inside at break times by Head of Upper School. • 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: • 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). • A request to replace a broken or damaged item. • Pupil required to write a letter of apology to be completed during a reflective break or at home. • Planned reintegration to curriculum teaching and extra-curricular activities agreed with pupil, staff and parents.
Managed by:	Headmistress, Head of Upper School and relevant staff.
Inform:	• Form Tutor, DSL, Head of Upper School, Deputy Head Teaching and Learning and Headmistress notified via Complete-Ed • Parents notified of the incident and details of the planned temporary internal supervision or exclusion by the Headmistress and/or Head of Upper School. • Parents invited to a meeting with the Headmistress and/or Head of Upper School. • Staff should be made aware via Staff Briefings
Monitoring	Headmistress, Head of Upper School, DSL and relevant staff.

Stage 5 - Temporary external suspension or exclusion For repeated serious incidents or repeated significantly poor behaviour which breaches of School rules. It includes repeated incidents of bullying, repeated minus marks or further incidents from stages 3 or 4 whilst showing no remorse or improvement in behaviour.	
Typical Behaviour	Repeated incidents of taking others' property, deliberately damaging property, use of bad language, lying, cheating, malicious unkindness, deliberate exclusion of others, deliberate physical violence or behaviour that has the potential to endanger themselves or others, accidental incidents, being extremely disrespectful to staff, tarnishing the School's reputation.
Possible Actions	At the discretion of the Headmistress in consultation with the School Governor/Directors the pupil may be either • Temporarily suspended and sent home for the rest of the day to 'cool off' or • Temporarily excluded for fixed period (normally at least 1 day) In both cases in School teaching will be withdrawn and the School will not be required to provide any work for the pupil to complete whilst at home.

	Head of Upper School to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour' sheet (see Appendix D) An agreed return to School following the temporary suspension or exclusion may include; • An individual Positive Progress Action Plan with daily update to parents • Pupil to meet with Head of Upper School for a weekly meeting. • Inter-agency involvement and follow up • Counselling sessions recommended for the parents to consider. • Temporary loss of privileges/responsibilities e.g., Prefect status, position on School Council, free choice of lunch seating etc. • Non-selection for sporting fixtures if behaviour is aggressive or linked to PE. • Formal letter of apology
Managed by:	Agreed in consultation between Headmistress and Governors. Head of Upper School to oversee return to School.
Inform:	• Form Tutor, Head of Upper School and SMT. • Parents asked to meet with Headmistress and Head of Upper School. • Parents formally informed by letter of the arrangements for the temporary suspension or exclusion. • Staff to be kept informed via Staff Briefings
Monitoring	Governors, Headmistress, Head of Upper School, DSL and relevant staff.

Stage 6 – Permanent Exclusion For major incidents of aggressive behaviour and other gross misconduct that brings the School into disrepute (on or off the premises) or that compromises the welfare or safety of another member of the School community.	
Typical Behaviours	Repeated bullying or cyber-bullying, making a deliberately false or malicious allegation against a member of staff or extreme anti-social behaviour.
Possible Actions	• Formal disciplinary meeting arranged between the Headmistress, Head of Upper School and parents to discuss the pupil's behaviour. • At the discretion of the Headmistress in consultation with the School Governors/ Directors the pupil may be permanently excluded. • All in School teaching will be withdrawn and pupil removed from the School Roll. • Head of Upper School to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour' sheet (see Appendix D)
Managed by:	Governors, Headmistress and Head of Upper School.
Inform:	• Form Tutor and SMT • School Directors (via Headmistress) • Parents formally informed by letter of the decision to permanently exclude the pupil.

	• Staff to be kept informed via Staff Briefings
Monitoring	Governors, Headmistress

APPENDIX C

SCHOOL SANCTIONS GUIDANCE for Junior House:

This guidance aims to ensure general consistency when applying sanctions however staff should use their professional judgement to decide on appropriate sanctions on a case-by-case basis.

Stage 1 – Verbal Intervention For low level disruption and a minor infringement of the School Rules.	
Typical Behaviours	Running in the corridor, talking at inappropriate times, not following instructions, fighting over toys.
Possible actions	• Remind the pupils what they should be doing. Talk to them about what good behaviour is, referring to the school rules • Pupil asked to give a verbal apology where needed • Support the pupil not to repeat the inappropriate behaviour • Warn them of the action that will be taken if the behaviour continues (i.e., Stage 2)
Managed by:	The staff member witnessing behaviour
Inform:	• Class Teacher • If behaviour warrants a note on Complete-Ed , Class Teacher and Head of Junior House should be copied in. • Consider letting other staff who do playground duty know (if relevant) so that pupils can be supported and the behaviour monitored.
Monitoring	The Class Teacher will monitor and take action at Stage 2 level if repeated occurrences of verbal interventions are reported to them by staff members.

Stage 2 – Verbal Intervention and Time Out For repeated occurrences of low-level poor behaviour outlined in 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)	
Typical Behaviour	Name calling, exclusion of others, dangerous play, persistent talking, ignoring instructions, misuse of equipment, poor effort or attitude.
Possible actions	Temporary isolation from the situation: - Sitting to one side in the playground for 5 minutes - Sitting to one side in the classroom for 5 minutes
Managed by:	The class teacher
Inform:	- Record on Complete-Ed, particularly when parents are asked to support - Where appropriate, parents will be involved to support by deterring the 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
Monitoring	The Class Teacher will monitor and take action at Stage 3 level if repeated occurrences of verbal interventions and 'time outs' are needed.

Stage 3 – Reflective Break For persistent acts of unkindness, disruption, disrespect or dangerous behaviour outlined in Stage 2 or incidents of a more serious nature which breach the School Rules.	
Typical Behaviours	Acts of disobedience, rudeness, lack of respect, inconsiderate behaviour and deliberate unkindness or antagonising of others, damage to equipment or property, inappropriate behaviour which causes physical harm to others.
Possible actions	• Pupil to attend a reflective break with the Head of Junior House to talk about the repeated misbehaviour and its effect. Discuss ways of solving the problem. • A Daily 'Positive Behaviour Chart' may be implemented to support the pupil and encourage improvements in behaviour with specific targets being set. The chart may be sent home daily or weekly for parents to see and be involved. • Pupils may repeat a piece of work in reflective break. • Pupil may be asked to prepare a written apology in reflective break.
Managed by:	The Class Teacher and Head of Junior House
Inform:	• Parents will be informed and invited to discuss issues with the class teacher and/or the Head of Junior House. 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 Complete-Ed (Include Headmistress, Head of Junior House and Head of Upper School).
Monitoring	Class Teacher and Head of Junior House. Headmistress to follow up with parents if further action is deemed necessary at Stage 4 level.

Stage 4 - Temporary internal supervision or exclusion For more serious incidents and significantly poor behaviour which breaches the School rules. This stage incorporates possible early stages of bullying behaviours. It also covers repetition of behaviour covered in Stage 3.	
Typical Behaviour	Taking others' property, deliberately damaging property, lying, cheating, malicious unkindness, deliberate exclusion of others, deliberate physical violence or behaviour that has the potential to endanger themselves or others, repeated accidental incidents, being extremely disrespectful to staff, tarnishing the School's reputation.
Possible actions	• Pupil to meet with the Headmistress to discuss the reasons for a temporary internal supervision or exclusion being imposed and agree restorative actions needed. • Pupil may be withdrawn from certain lessons, clubs, visits, plays, concerts or parties whilst in School for limited and set period. • Meaningful continuous education must be provided. • Pupil supervised inside at break times by Midday Supervisor. • Daily 'Positive Behaviour Chart' implemented to support the pupil and encourage improvements in behaviour with specific targets being set. Stickers on a Behaviour Chart are usually given at the end of each session in the day, by Class Teacher. This should be for an optimum of 2 weeks (4 weeks maximum)

	• A request may be made to replace a broken or damaged item. • Pupil may be required to write a letter of apology to be completed at home. • Planned reintegration to curriculum teaching and extra-curricular activities agreed with pupil, staff and parents.
Managed by:	Headmistress, Head of Junior House and relevant staff.
Inform:	• Class Teacher, DSL, Head of Junior House, Deputy Head Teaching and Learning and Headmistress. Record on Complete-Ed • Parents notified of the incident and details of the planned temporary internal supervision or exclusion by the Headmistress and/or Head of Junior House • Parents invited to a meeting with the Headmistress and/or Head of Junior House. • Staff should be made aware via Staff Briefings
Monitoring	Headmistress, Head of Junior House, DSL and relevant staff.

Stage 5 - Temporary external suspension or exclusion For repeated serious incidents or repeated significantly poor behaviour which breaches of School rules. It includes repeated incidents of bullying, repeated further incidents from stages 3 or 4 whilst showing no remorse or improvement in behaviour.	
Typical Behaviour	Repeated incidents of taking others' property, deliberately damaging property, use of bad language, lying, cheating, malicious unkindness, deliberate exclusion of others, deliberate physical violence or behaviour that has the potential to endanger themselves or others, accidental incidents, being extremely disrespectful to staff, tarnishing the School's reputation.
Possible Actions	At the discretion of the Headmistress in consultation with the School Governor/Directors the pupil may be either • Temporarily suspended and sent home for the rest of the day to 'cool off' or • Temporarily excluded for fixed period (normally at least 1 day) • In both cases in School teaching will be withdrawn and the School will not be required to provide any work for the pupil to complete whilst at home. • Head of Junior House to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour' sheet (see Appendix D) • An agreed return to School following the temporary suspension or exclusion may include; • An individual Positive Progress Action Plan with daily update to parents • Pupil to meet with Head of Junior House for a weekly meeting. • Inter-agency involvement and follow up • Counselling sessions recommended for the parents to consider. • Formal letter of apology
Managed by:	Agreed in consultation between Headmistress and Governors. Head of Junior House to oversee return to School.

Inform:	• Class Teacher, Head of Junior House and SMT. • Parents asked to meet with Headmistress and Head of Junior House. • Parents formally informed by letter of the arrangements for the temporary suspension or exclusion. • Staff to be kept informed via Staff Briefings. • 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 Complete-Ed
Monitoring	Governors, Headmistress, Head of Junior House, DSL and relevant staff.

Stage 6 – Permanent Exclusion For major incidents of aggressive behaviour and other gross misconduct that brings the School into disrepute (on or off the premises) or that compromises the welfare or safety of another member of the School community.	
Typical Behaviours	Repeated bullying or cyber-bullying, making a deliberately false or malicious allegation against a member of staff or extreme anti-social behaviour.
Possible Actions	• Formal disciplinary meeting arranged between the Headmistress, Head of Junior House and parents to discuss the pupil's behaviour. • At the discretion of the Headmistress in consultation with the School Governors/ Directors the pupil may be permanently excluded. • All in School teaching will be withdrawn and pupil removed from the School Roll. • Head of Junior House to record details of behaviour and sanctions imposed on 'Record of Sanctions Imposed for Serious Misbehaviour' sheet (see Appendix D)
Managed by:	Governors, Headmistress and Head of Junior House
Inform:	• Class Teacher and SMT • School Directors (via Headmistress) • Parents formally informed by letter of the decision to permanently exclude the pupil. • Staff to be kept informed via Staff Briefings
Monitoring	Governors, Headmistress

Appendix D

Record of Sanctions Imposed for Serious Misbehaviour at Stage 4,5 or 6

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

Supporting documents

Behaviour in Schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>