



BRIGHTON & HOVE

Prep | High | Sixth

GDST
GIRLS' DAY SCHOOL TRUST

BHP POLICY

DISCIPLINE & BEHAVIOUR

Document Control

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1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton and Hove Prep school related to discipline and behaviour. This document is only applicable to the Brighton & Hove Prep school.

2. LIST OF ABBREVIATIONS & MEANINGS

BHP	Brighton & Hove Prep
GDST	Girls' Day School Trust
KS	Key Stage
SEND	Special Education Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
May / Should	Advisory
Shall / Must	Mandatory

3. DISCIPLINE AND BEHAVIOUR

3.1 Our Aims

- To ensure that the Prep School provides an environment where effective learning can take place.
- To provide a safe environment for everyone.
- To foster pride in the school so that the girls uphold our excellent reputation in the area by being polite, helpful and well behaved on outings and with visitors.
- To develop respect and consideration for others.

A high standard of behaviour and politeness is expected in school. It is essential that all members of staff be seen to be consistent in their expectations of this. These expectations must be made clear to the girls.

3.2 Punctuality

A prompt start and end to all lessons and activities is courteous to staff and girls and is important in establishing an orderly framework. Registration should take place punctually at 8.30 a.m. and 1.25 p.m. Assembly should also start punctually at 8.45.

3.3 Tidiness

An untidy environment is not conducive to effective learning. Girls should be encouraged to help clear away at the end of lessons. Girls should be encouraged to pick up litter in the buildings and grounds and to keep personal belongings tidy in the classroom and cloakroom. Staff should ensure that classrooms are tidy and resources accessible.



3.4 School Rules

The school rules reflect both high expectations and reinforce British values. Rules and expectations should be explained to every form at the beginning of every school Year. All staff should enforce these. There are unwritten rules which all adults would expect to see enforced, e.g. no swearing, no physical attacks, no dangerous items to be brought into school, no bullying (see policy). Rudeness should not be tolerated at any time.

3.5 Uniform

Form tutors should remind girls that correct uniform should be worn at all times. The girls should look as smart as possible especially when going home and on outings. They should not stay in games kit after games lessons (or change too early). If parents have difficulty purchasing an item of uniform, they should write to the Head. All staff should reinforce the need for correct uniform.

The girls notice what staff wear and it is important that staff consider this (See staff dress code). Dress should be appropriate to task e.g. games kit. Staff are expected to look especially smart on Parents' Evenings, performances etc. This helps to keep up standards.

3.6 Manners

Good manners should be encouraged and practised by all. Girls should hold open doors for adults; stand back for adults when in the corridor. Girls should be encouraged to say Good morning etc. and thank you at the end of lessons. Girls should offer to help peers, teachers and other adults with small tasks where appropriate. At lunch time staff on duty should insist that girls remember table manners and follow the rules for the Dining Room.

3.7 Rewards and Sanctions

We operate a policy of positive behaviour management where we celebrate good behaviour at all times. Good behaviour should be emphasised before bad to encourage and model high expectations. e.g., 'Thank You for listening / sitting so well' rather than 'you're not listening' in addition KS1 celebrate good behaviour during circle times and 'Golden Time'. A special activity (fun time) time is attended by all pupils in Key Stages 2 on Fridays. Consistency and fairness are essential when dealing with any behaviour problem. We foster self discipline, good manners and care for others at all times. Staff should not introduce reward / sanction systems without prior discussion with the Deputy Head.

3.8 Rewards

House points may be given, by any member of staff, to any girl for acts of kindness, good work, effort etc. KS1 girls record these house points onto individual house point cards and KS2 in their homework diaries.

It is the responsibility of the girls to collect their house points although staff may want to remind the younger girls.

Once a girl receives, 50, 100, 150, 200 house points they will receive the relevant certificate in assembly.

House point totals are collected every half term and the total, for that half term, is celebrated. The running total is then collected for the end of the year.

Girls who complete an extraordinary piece of work or achievement can be awarded a Heads commendation. This also collects 5 house points.



Girls can also collect three house points and a sticker from the Deputy Head for acts of particular kindness, thoughtfulness and generosity.

House points should always remain meaningful and positive and must not be taken away or negotiated.

3.9 Discipline / Sanctions KS2

The member of staff on the spot should deal with minor infringements immediately. Staff should encourage good behaviour and avoid shouting or sarcasm. Explain what the child has done wrong and ask for an apology and a promise to improve. It is sometimes better to do this privately so as to avoid humiliation. It is important not to label a child in front of their peers.

The member of staff may decide to record the incident in their Behaviour Book' (Nursery – Year 6). Suggestions for how to use both house points and yellow cards are in staff behaviour books (appendix 1 and 2)

If a lesson is being disrupted by intolerable behaviour - speak to the child individually away from an admiring audience. (This could be outside the classroom as long as the teacher keeps the door ajar to monitor the class.) Year 3 and above - if the member of staff considers that 'time out' is necessary – call Head/Deputy Head. A red pen can be sent to the Deputy Head or the office signal immediate support is needed. This should only be implemented in an extreme case of inappropriate behaviour. All incidents must be recorded in the Behaviour book' and parents will be informed by Head/Deputy Head.

All incidents of potentially bullying or racist name calling must be recorded in the incident record kept by the Deputy Head.

More serious infringements must be recorded in the 'Behaviour Book' and a yellow card given. If the behaviour does not improve or is repeated another yellow card may be given. At this point, if the child receives one more yellow card, they will potentially be in Reflection on Friday morning. Each yellow card incident must be recorded on the behaviour sheets in the staffroom.

Our policy of using positive behaviour management means that we encourage children to try and make amends. Children are therefore able to 'earn off' time in Reflection. Those children, to whom this applies, will be discussed at a pastoral meeting just before Friday Reflection and staff will report on the child's behaviour throughout the week.

If it is decided that the child should attend 'Reflection Time'; the member of staff must record this on the Reflection record sheet (found on the server in 'Teachers'). For more serious infringements the Head may decide to record this on the pupils file.

Sanctions were discussed with the school and it has been decided that the following behaviours do not receive any warning and the child will immediately attend 'Reflection Time': Physical abuse, swearing (verbal, written or electronic), deliberate damage to property, goading others for being in 'Reflection'.

3.10 Reflection Time

Reflection takes place in the Deputy Head's office at the same time as Fun Time. It is a time to reflect on why the girl is there and what they can do to ensure it won't happen again. The nature of the discussion is dependent on the age of the girl and the situation. It is not used as a time to humiliate but rather to take responsibility for ones actions and move on.



Parents will not be informed of reflection attendance unless a serious infringement has taken place or it is the third time that term.

Bad behaviour with their peers: Always make sure you have the whole story before coming to a conclusion - discuss it with those involved and then decide how to proceed. Staff on Duty should inform the form tutor (or the Deputy Head in more serious cases) if there is an incident of bad behaviour in the playground / dining room / Waiting Room.

Staff should keep a note of any incidents and retain until the end of the academic year.

Physical abuse is unacceptable under any circumstances and must be dealt with immediately and girls must attend 'Reflection Time' and the teacher / TA must record the incident. A copy must be given to Deputy Head and put on Behaviour /Discipline record on file. In serious cases the Deputy Head/Head will inform the parents. Any further incidents may warrant exclusion by the Head only after discussion with the senior Head.

Chain of discipline: individual members of staff - Form Tutor – Deputy / Head.

Discussion, reasoning and a sense of humour are the best ways to deal with a problem. Most children respond to this approach. All problems must be taken seriously and children given an opportunity to explain/write about a situation and to put it right.

What not to do:

- Do not touch or physically restrain a girl unless the situation could result in injury to the child or others;
- Introduce negative sanctions e.g. bad behaviour marks / lists;
- The Head / Deputy are not to be used as a threat to frighten children. The approach should be that they are letting the school down etc.;
- Girls should not be removed from lessons except as mentioned above;
- Girls must not be given a bad reputation and should be allowed a fresh start each year;

3.11 Corporal Punishment

Corporal punishment is against the law and is never used or threatened.

3.12 Special Educational Needs and Disabilities

The Prep school SENDCo must be notified as soon as possible/appropriate for any incidents that involve pupils with special educational needs or disabilities so that appropriate follow up can be established. Should a pupil who is not listed on the SEND register be identified through their behaviour as requiring assessment, the Prep school SENDCo must be notified accordingly.



4. APPENDIX

NIL

5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
BHP Discipline & Behaviour Policy	01	Sept 2012	Full review	Charlie Parker	Expired
BHP Discipline & Behaviour Policy	02	Nov 2013	Full review	Charlie Parker	Expired
BHP Discipline & Behaviour Policy	03	Mar 2015	Full review	Charlie Parker	Expired
BHP Discipline & Behaviour Policy	04	Jan 2016	Full review	Sian Cattaneo	Expired
BHP Discipline & Behaviour Policy	05	July 2016	Full review	Charlie Parker	Expired
BHP Discipline & Behaviour Policy	06	July 2018	Full review & new policy template	Jenney Blacker, Paul Fairhurst	Live

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