

# **BRIGHTON GIRLS POLICY (PREP)**

## **DISCIPLINE & BEHAVIOUR**

### **Document Control**

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## TABLE OF CONTENTS

1.	PURPOSE & APPLICABILITY	2
2.	LIST OF ABBREVIATIONS & MEANINGS	2
3.	DISCIPLINE AND BEHAVIOUR	2
3.1	OUR AIMS	2
3.2	PUNCTUALITY	2
3.3	TIDINESS	2
3.4	SCHOOL RULES	3
3.5	UNIFORM	3
3.6	MANNERS	3
3.7	REWARDS AND SANCTIONS	3
3.8	REWARDS	3
3.9	DISCIPLINE / SANCTIONS KS2	4
3.10	REFLECTION TIME	4

3.11 CORPORAL PUNISHMENT 5

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3.12 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES 5

---

4. APPENDIX 6

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5. DOCUMENT HISTORY 6

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# 1. PURPOSE & APPLICABILITY

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

# 2. LIST OF ABBREVIATIONS & MEANINGS

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 pupils 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 pupils.

### 3.2 Punctuality

A prompt start and end to all lessons and activities is courteous to staff and pupils and is important in establishing an orderly framework. Registration should take place punctually at 8.30 a.m. and 1.20 p.m. Assembly should also start punctually at 8.45.

### 3.3 Tidiness

An untidy environment is not conducive to effective learning. Pupils should be encouraged to help clear away at the end of lessons. They 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

Class teachers should remind pupils that the correct uniform should be worn at all times. The pupils should look as smart as possible especially when going home and on outings. They should not stay in games kit after games lessons in Y3-6 (or change too early), unless they have permission. 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 pupils 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. Pupils should hold open doors for adults; stand back for adults when in the corridor. They should be encouraged to say Good morning etc. and Thank You at the end of lessons. Pupils should offer to help peers, teachers and other adults with small tasks where appropriate. At lunch time staff on duty should insist that pupils 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 celebrates good behaviour during circle times in class and phase assemblies. A special activity (Golden time) time is attended by all pupils on Thursday Lunchtimes. 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 Head.

### 3.8 Rewards

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

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

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.

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

### 3.9 Discipline / Sanctions

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.

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/Pastoral Deputy Head - this must be recorded. Children in R-Y3 benefit from immediate feedback and discussion, this is to be done in the classroom with support from an LSA if necessary.

**Yellow Card system:** The yellow card system is to be discussed and reinforced to all children at the start of each term. If the child demonstrates poor behaviour they will receive a yellow card immediately (this will be followed up with a discussion to ensure the child is aware of their behaviour). If poor behaviour continues to be demonstrated, the child will receive up to 2 more yellow cards in a week (a total of 3 per week). If, at the end of the week the child has gained 3 yellow cards they will miss their golden time and receive a reflection as a consequence. All

yellow cards must be logged in our whole school behaviour log. On a Friday morning all sanctions begin afresh for the following week.

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

More serious infringements must also be recorded in the 'Behaviour Log' and an immediate reflection given (With the Pastoral Deputy in place of Golden time). The Head must be informed and a meeting with the child's parents will be called. 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'.

Our policy of using positive behaviour management means that we encourage children to try and make amends. Children are therefore able to 'earn off' their Reflection. Those children, to whom this applies, will be discussed with the Pastoral Deputy prior to Thursday Lunchtime.

If it is decided that the child should attend 'Reflection Time'; the member of staff must record this on the Behaviour log as mentioned. For more serious infringements the Head may decide to record this on the pupils file. Suggestions for how to use both house points and yellow cards are in staff behaviour books (appendix 1 and 2). Suggestions for how to use both house points and yellow cards are in staff behaviour books (appendix 1 and 2).

### 3.10 Reflection Time

Reflection takes place in the Pastoral Deputy Head's office at the same time as Fun Time. It is a time to reflect on why they are 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 child and the situation. It is not used as a time to humiliate but rather to take responsibility for one's actions and move on. R-2 will receive a 1:1 reflection if necessary away from the older children at a more suitable time. 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 (a member of the Management team 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 them until the end of the academic year.

Physical abuse is unacceptable under any circumstances and must be dealt with immediately and the child must attend 'Reflection Time' and the teacher / TA must record the incident. A copy must be given to the Pastoral Deputy Head/Head and put on Behaviour /Discipline record on file. In serious cases the Deputy Heads/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 – Pastoral Deputy Head/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 child unless the situation could result in injury to the child or others;
- Introduce negative sanctions e.g. bad behaviour marks / lists;
- The Senior Management team are not to be used as a threat to frighten children. The approach should be that they are letting the school down etc;
- Children should not be removed from lessons except as mentioned above;
- Children 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	Jenny Blacker, Paul Fairhurst	Expired



<b>Brighton Girls Discipline &amp; Behaviour Policy</b>	<b>07</b>	<b>September 2019</b>	<b>Full review</b>	<b>Jenny Blacker</b>	<b>Live</b>
<b>Brighton Girls Discipline and Behaviour Policy</b>	<b>08</b>	<b>September 2021</b>	<b>Full review</b>	<b>Jenny Blacker</b>	
<b>Brighton Girls Discipline and Behaviour Policy</b>	<b>09</b>	<b>October 2021</b>	<b>Full Review</b>	<b>Poppy Pointon</b>	

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