

# **BRIGHTON GIRLS POLICY (PREP)**

## **DISCIPLINE & BEHAVIOUR**

### **Document Control**

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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

<b>May / Should</b>	Advisory
<b>Shall / Must</b>	Mandatory

## 3. DISCIPLINE AND BEHAVIOUR INCLUDING EYFS

### 3.1 Our Aims

We aim to cultivate an atmosphere where respect is shown by pupils and staff towards each other and each other's property. We expect high standards of behaviour and believe that this can be achieved in a positive manner. Good behaviour will be promoted, with consistency, in all aspects of school life, through well prepared, differentiated and stimulating lessons, PSHE, Assemblies and strong pastoral relationships between staff and pupils.

All staff will follow this policy to:

- Ensure that the Prep School, including the EYFS, provides an environment where effective learning can take place.
- Provide a safe environment for everyone to learn and do their best
- Encourage pupils to show pride in the school, and to be polite, helpful and well behaved on outings and with visitors.
- Encourage and enable pupils 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 important in establishing an orderly framework. Registration should take place punctually at 8.30 a.m. and 1.00 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 Fundamental British Values. Rules and expectations should be explained to every form at the beginning of every school year. All staff should enforce these. All classrooms should contain a class charter which all students have signed up to and all students have had a hand in creating.

### 3.5 Uniform

Class teachers should remind pupils that the correct uniform should be worn at all times (see uniform list for more details). Pupils should look as smart as possible, especially when going home and on outings. If parents have difficulty purchasing an item of uniform, they should write to the Head. All staff should reinforce the need for correct uniform.

Pupils notice what staff wear and it is important that staff consider this (see staff handbook). Dress should be appropriate to the task e.g. games kit. Staff are expected to look especially smart on Parents' Evenings, at performances etc.

### 3.6 Manners

Good manners should be encouraged and practised by all. Pupils should hold open doors for adults and each other, and allow others to easily pass when in the corridor. They should be encouraged to greet others in an appropriately friendly manner and say please and thank you

as appropriate. 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'. Preferred behaviour is modelled and celebrated at all times, and we have a special celebration assembly on Friday mornings, where examples of this are highlighted. A special activity (Golden Time) is attended by all pupils throughout the week as a reward. 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.

Pupils 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.

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or email;
- certificates, prize ceremonies or start of the week at celebration assemblies;
- positions of responsibility, such as class helper or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity

### Celebration Assemblies

Each Friday morning, a celebration assembly is held where each Form Teacher nominates a pupil for an award based on the school values and Kind and Bold. A Year 6 student is also nominated for a Leadership award and the Sports Teacher nominates a pupil for a sports award- this is always a pupil who has demonstrated particularly good team work, effort and enthusiasm, not just sporting achievements.

### 3.9 Discipline / Sanctions

Staff should deal with minor infringements immediately. Staff should encourage good behaviour and avoid shouting or using sarcasm.

**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 then 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 potential bullying or child on child abuse must be recorded in the incident record on CPOMS and followed up with parents and DSL. These and other 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. In the case of very serious rule breaking, the yellow card system may be skipped and pupils can be put directly into 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. Exclusion would only be considered in a case of extreme and persistent disruptive behaviour eg bullying; physically, emotionally or sexually abusing another child; theft; fighting; racist abuse; etc. This behaviour is never tolerated whether it occurs at school, on the school grounds, or while on a school trip or residential visit. Any exclusion for even a short period must be discussed and agreed by the Head.

In the Prep School, including in the EYFS, there is a record of physical intervention which must be completed when staff have had to physically intervene. Physical intervention is any method of physically intervening to resolve a difficult or dangerous situation and is not necessarily physical restraint.

If it is necessary for a pupil to be removed from a lesson, a member of the Prep School Leadership team, usually the Head of Prep or the Deputy Head of Prep, will supervise the pupil in the Prep Pastoral Office and appropriate work will be set. In their absence, the SENDCo may also supervise a pupil out of class.

If a pupil needs a short time-out, as per their behaviour plan, then the SEN Office or a quiet designated space in the classroom will be used for the allotted period of supervised time, and then the pupil will return to the lesson.

### 3.10 Reflection Time

Reflection takes place in the Pastoral Deputy Head's office as and when needed. 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. Pupils in YR-2 will receive a 1:1 reflection if necessary away from the older children at a more suitable time.

Physical abuse is unacceptable under any circumstances and must be dealt with immediately. The child must attend 'Reflection Time' and the teacher / LSA must record the incident to the DSL and on CPOMS.

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

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;
- 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 (see Physical Restraint Policy for further details).

### 3.12 Special Educational Needs and Disabilities

All staff should be aware of children whose special educational needs require a particular approach – eg impaired vision/hearing. (Equality Act 2010)

All staff should consistently promote high standards of behaviour and provide the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. At Brighton Girls Prep School, we have a whole-school approach that meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. All staff will endeavour to create calm environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. All staff need to manage pupil

behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, a graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

Staff should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

#### 4. APPENDIX

NIL

#### 5. DOCUMENT HISTORY

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

<b>Brighton Girls Discipline &amp; Behaviour Policy</b>	<b>07</b>	<b>September 2019</b>	<b>Full review</b>	<b>Jenny Blacker</b>	<b>Expired</b>
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