

**BRIGHTON GIRLS POLICY PREP (including EYFS) DISCIPLINE & BEHAVIOUR**

**Document Control**

**Document Owner & Contact Person : Valid as of:   
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**School: Version: Last Review:  
Brighton Girls 12 September 2022**

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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

At Brighton Girls Prep School, we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary.

Brighton Girls endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school’s behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility.

To ensure that the Prep School provides an environment where effective learning can take place, this policy aims to:

This policy aims to:

* Promote good behaviour, self-discipline and respect (for self, others, and the environment)
* Set out the school’s expectations in relation to behaviour and regulate the conduct of pupils
* Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
* Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
* Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures.

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 1.00 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 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 their 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.

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’ 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 celebration assemblies. A special activity (Golden time) time is attended by all pupils throughout the week. 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

Rewards in EYFS

In EYFS rewards are given for behaviour that reflects the Brighton Girls ethos; kind and bold. We actively promote good behaviour through our responses and use of consistent behaviour management strategies.

In EYFS, as in the rest of the school, pupils can be awarded house points for positive behaviour shown at any part of the day. Positive verbal feedback is given frequently to highlight positive behaviour choices and stickers may be given for exceptional work or kind behaviour.

We consider it important to have consistent staff expectations of behaviour so that children receive the same messages from all staff they encounter.

Rewards in Y1-6

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 pupil 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.

3.9 Discipline / Sanctions

Sanctions in EYFS

As far as possible the focus of behaviour management should be positive. Challenging or consistently inappropriate behaviour will be noted internally on CPOMS. After the initial dealing with the behaviour, in conjunction with a parent consultation to discuss underlying reasons for inappropriate behaviour, incentives may be introduced to motivate the child to refrain from the inappropriate behaviour, such as a star chart, marbles in a jar, encouraging the whole class to work as a team to help to support the child and achieve the target.

The SENCO or Deputy Head Pastoral will observe a child in class if there are ongoing concerns and provide suggestions for strategies which may lead (with parents’ permission) to contacting outside agencies.

Sanctions in Y1-6

Staff should deal with minor infringements immediately. Staff should encourage good behaviour and avoid shouting or sarcasm. Corporal punishment is not used at Brighton Girls.

**Sanction Card system:**This system is to be discussed and reinforced to all children at the start of each term. We follow a progressive system which incorporates yellow, amber and red cards. This progresses in severity from yellow-red. Examples are shown below. If a pupil receives 3 yellow cards within a week then they attend reflection with the Pastoral Deputy and miss their Golden Time that week. If they are issued with an amber card, they will also have a reflection, regardless of any yellow cards that may or may not have been issued. If a pupil receives a red card, then they will attend an immediate reflection with a member of the Prep Leadership Team, and parents will be informed.

| **My teachers and I know I have made a mistake when...** | **I know it is wrong and unacceptable when I...** | **I need to consider my actions when...** |
| --- | --- | --- |
| **Yellow** | **Amber** | **Red** |
| Low level behaviour.  Being disruptive, not following instructions, stopping others from completing their work. | Unacceptable behaviour towards others.  Examples such as; Answering back, making fun of others, swearing or poor attitude.This will receive a reflection from Mrs Pointon. | This behaviour is not tolerated in our school and parents will be contacted.  This would receive an immediate reflection with a member of PLT. Examples would include: Having a phone in school, Physical behaviour, Vandalism. |

Please note this is not an extensive list.

Yellow cards are recorded daily in pupils' prep planners in Y3-6. In Reception, parents are informed of any poor behaviour on a case-by-case basis and the incident is dealt with appropriately to the child. Pupils in Y1&2 will have their yellow cards logged centrally and their form teachers will be notified.

The school holds a central record of all cards issued and this is monitored and reviewed by the Pastoral Deputy.

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 and an immediate Red Reflection. The Head must be informed and a meeting with the child's parents will be called.

Our policy of using positive behaviour management means that we encourage children to try and make amends. 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. 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 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 or The Head’s Office. 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 ‘Red Reflection Time’ and the teacher / LSA must record the incident to the DSL and on CPOMS. Parents will always be informed.

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
* Do not introduce negative sanctions e.g. bad behaviour marks / lists
* Children should not be removed from lessons except as mentioned above

3.11 Corporal Punishment

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

3.12 Special Educational Needs and Disabilities

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.

3.13 Screening, searching and confiscation  
The school acknowledges its duties and responsibilities under the applicable legislation and guidance in respect of screening and searching pupils, and confiscating items. The Head, or any member of staff authorized by the Head, may search a pupil or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent. The searching of a pupil will be carried out consistently, proportionately and fairly. A list of prohibited items can be found in the appendix

Any article a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to, the property of, any other pupil or person.

The DSL will be informed of any searching incidents where the member of staff has reasonable grounds to suspect that a pupil was in possession of a prohibited item. A member of staff can use reasonable force to search for a prohibited item, but not to search for items which are identified only in the school rules.

An authorised staff member carrying out a search can confiscate an item that they have reasonable grounds for suspecting:

* Poses a risk to staff or pupils
* Is prohibited, or identified in the school rules as an item for which a search can be made
* Is evidence in relation to an offence
* Prohibited or illegal items will be retained, disposed of or delivered to the police as set out in Searching, Screening and Confiscation paras 58-68.

Members of staff will use their judgement to decide to return, retain or dispose of any other items banned under the school rules. This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances the police may be involved. Any search for a prohibited or banned item will be recorded on CPOMS and parents will be informed.

As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider to pose a risk to staff or pupils or to be evidence in relation to an offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

3.14 Malicious accusations against school staff

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

3.15 Staff Support and Development

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Prep School Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

3.16 Partnership with Parents

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues.

Approaches will include:

* Phone calls
* Meetings
* Early involvement
* Letters
* Home school agreement
* Pupil homework diaries/ academic planners which allow for two-way communication
* Invitations to agency meetings
* Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter’s education.

4. APPENDIX

The list of prohibited items is:

Knives and weapons  
Alcohol  
Illegal drugs  
Stolen items  
Tobacco and cigarette papers  
Fireworks  
Pornographic images

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 |
| Brighton Girls Discipline & Behaviour Policy | 07 | September 2019 | Full review | Jenny Blacker | Expired |
| Brighton Girls Discipline & Behaviour Policy | 08 | September 2021 | Full review | Laura Comerford | Expired |
| Brighton Girls Discipline & Behaviour Policy | 09 | September 2022 | Full review | Laura Comerford | Expired |
| Brighton Girls Discipline & Behaviour Policy | 10 | January 2023 | Edited to add new grid and sanctions | Laura Comerford | Expired |
| Brighton Girls Discipline & Behaviour Policy | 11 | February 2023 | Edited to ensure parity with Senior School | Laura Comerford | Expired |
| Brighton Girls Discipline & Behaviour Policy | 12 | March 2023 | Edited to add EYFS | Laura Comerford | Live |

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