

POLICY - REWARDS AND SANCTIONS PREP SCHOOL

Policy owner	Deputy Head of Prep (Miss A Brand)
Policy last reviewed	November 2021
Policy next review date	November 2022
Policy audience	Staff, parents and pupils

AIMS

To promote a happy, hardworking and inclusive community in which individuals and groups display courtesy, consideration, self-discipline, common sense and a respect for others. Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of work and behaviour and fostering a positive school ethos.

EXPECTATIONS

It is the teacher's responsibility to praise students whenever appropriate, both verbally and when recorded. This may be informally during lessons; when marking exercise books or other assessments and more formally at such occasions as Prize Giving and Celebration Assembly.

All staff will be familiar with, and apply fairly and consistently, the school reward system as it applies to their particular situation. Students should be treated as individuals and rewards allocated to pupils of all abilities and talents, not just the gifted and talented.

How the school promotes good behaviour amongst pupils:

- Positive feedback on achievement, good work, behaviour, etc.
- Displays of pupil work (inclusivity – not just the 'best')
- House Points: Individual reward.
- Certificate for Bronze, Silver, Gold and Platinum House point achievements
- Butterfly postcards to individual girls
- Congratulatory meeting with Headmistress for special achievements
- Scholarships for the Senior school awarded in Lower Three
- Celebration Assemblies to celebrate achievements both in and out of school
- Award of Pupil Responsibility status (Forum, House Captains, Friendship Buddies, Form Leaders, Digital Leaders)
- Displays of competition winners (music certificates, poetry prizes)
- Class reward charts for whole class teamwork
- Positive comments in pupil planners

Pupils will be expected to:

- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Be punctual at all times
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable, polite, respectful and safe manner to all
- Show respect for the opinions, beliefs and property of others
- Complete all class work in the manner required and to the best of their ability
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Home School Liaison

Parents have a crucial role in promoting good behaviour in School and we expect parents to give their full support in dealing with their daughter's behaviour. We encourage parents to keep us informed about any issues and difficulties that may occur at home so that we can be supportive and act appropriately at School. Home/School Planners are checked on a daily basis by Form Tutors.

Leadership oversight of behaviour issues:

The Head of the Prep School is responsible for behaviour management in the Prep School, including Early Years Foundation Stage, and the Deputy Head (Pastoral) has overall responsibility for behaviour management in the Senior School.

Head of the Prep School, Prep School Deputy Head, Assistant Head Academic and Head of Pre Prep meet weekly. Weekly meetings with all Prep school staff include 'Pupil Watch'. The Prep School Deputy Head (Pastoral) and Deputy Head (Pastoral) meet on a half termly basis to discuss whole-school pastoral matters.

Teaching good behaviour and managing pupils' transitions

Good behaviour is taught and modelled throughout the school subtly on a daily basis. More formal PSHEE and assembly time is given to remind pupils of strategy and sanctions.

New pupils joining the school are supported by form tutor/buddy system.

Prep school parents are provided with essential information about the year ahead by the Form Tutor at the welcome meetings in September.

There are 3 key 'Believing in Butterfly' strands which are shared with all of the girls; these are take care of the little things, grow a little every day and be bold, be brave and spread your wings.

These are supported by a class code of conduct which each class decides on and agrees to.

In addition, each class decides on its system of termly/ half-termly class rewards in light of positive teamwork. These are displayed in each classroom.

CLASSROOM MANAGEMENT

Staff Development and Support:

Staff training given at staff briefings, meetings and during training and induction days. On occasions staff may request or be offered additional support by a buddy colleague, Deputy Head or other, to manage appropriate behaviour in school.

SCHOOL RULES

There is no comprehensive, definitive list of school rules and the rules will evolve as circumstances dictate. However, there are underlying guidelines for all members of the school community. These include:

1. Safety

- No running in school corridors or on stairs. Walk on the left hand side where possible.
- No girl should sit on window ledges, lean out of open windows, go onto flat roofs or climb to a height.
- All belongings should be stored tidily and safely. No bags or satchels are to be left in corridors. In form rooms bags should be left in the specified area indicated by the Form Tutor at the beginning of the year.
- No girl should enter a classroom before a member of staff arrives, unless given permission by another teacher.
- No girl should be in the Science Room without a member of staff supervising. The Science Room will be locked before and after use by a member of staff.
- Driving within the school grounds is restricted to members of staff.
- Cycling is not permitted in the school grounds.
- No girl should have medicines in her possession (except epipens, diabetic pens and inhalers for asthma in the Senior School and asthma inhalers in the Prep School for those who can self-medicate).
- No girl should bring electronic or electrical equipment onto the school site without prior agreement. Any mains powered electrical equipment must be PAT tested by the IT technician before being used.
- Girls are not encouraged to bring mobile phones into the Prep School, should they need to, mobile phones should be handed in to the class teacher at the start of the school day. They should not use their phones in school. (See EYFS mobile phone policy)

2. Attendance

- Prep School girls come straight to classrooms from 8.00 am.
- Girls to be in their form rooms for registration by 8.30 a.m.
- Girls in the Prep School arriving after 8.40 a.m. should let Mrs Howard know upon their arrival.
- No girl may leave school without permission from their Form Tutor, who will inform the office.
- Any girl with permission to leave school during the day must be collected by a responsible adult, who enters her name and time of leaving on the absence list in the Front entrance. They must also be signed in immediately on their return and state the time.
- No girl should absent herself from any lessons. In the case of illness, Prep School pupils should report to their Form Tutor or the teacher of their lesson.
- By 4.00pm, girls should have left the premises unless engaged in a supervised after school activity. Prep School pupils should go to Bishy Barney Bees.

3. Absence

- Leave of absence will be granted by the Head of Prep School only for reasons of exceptional importance.
- If a girl is absent without prior agreement, parents should telephone the school office before 9.00 a.m. on each day of absence. If she is absent more than three days, parents should send an interim letter of explanation to the Form Tutor. In all cases a parentally signed absence note, stating exact dates of absence and reason, must accompany the girl on her return to school.

4. Property

- School can take no responsibility for a girl's property or for sums of money brought on to the premises. Reasonable efforts will be made to trace MARKED property.
- In the best interests of everybody sums of money must be kept to the minimum and carried in a marked purse on the person, NOT left in cloakrooms or classrooms. If more than a small sum of money is brought in, it must be given to the Form Tutor, who will lock it away.
- All clothing and possessions brought to school must be marked with the owner's name. Games kit and science overalls should be marked with the girl's name on the front.
- Musical instruments and their cases must be named and should be left in specially designated places. They must be insured by the owners and should not be left in school after 4.05 p.m.
- No girl is to borrow clothes or property from another girl even with that girl's permission.

5. Appearance

- Clean, neat school uniform, as specified in the current uniform list, must be worn.
- Girls must travel to school wearing a school blazer from Upper One or an appropriate coat.
- Hair should be worn in a style that keeps it out of the wearer's eyes and out of the way of equipment or work being done. In the Prep School it is tied back. No hair colouring that appears artificial may be used.

Searching pupils and the power to search

School staff can search pupils with their consent for any item if they suspect that there has been a breach of school rules.

The Head and staff authorised by the Head have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Searches will be carried out in a manner to minimise embarrassment or distress.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Members of staff may confiscate prohibited items or items that have been/are being used inappropriately.

Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE Searching, Screening and Confiscation (DfE-00034-2014).

Other agencies

Where behavioural issues give cause to suggest that a child is suffering, or is likely to suffer, significant harm, the school's Safeguarding Policy will be followed.

The safety of the girls is paramount in all situations. In the event of a girl's behaviour endangering the safety of others or preventing learning, the member of staff could remove the girl from the activity.

Accusations against staff

Where a girl makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

All accusations against staff are fully investigated and managed as appropriate.

SANCTIONS to be applied in the event of pupil misbehaviour

If the system of self-discipline breaks down, then a series of sanctions are available to school staff. The sanction imposed will be commensurate with the age of the pupil, the gravity/magnitude of the misdemeanour and the pupil's past behavioural record.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

Sanction must be considered and adopted on a case by case review. On occasion, reasonable adjustment may be made for pupils and a behaviour support plan (BHP) may be implemented rather than a sanction imposed.

SUPPORT SYSTEMS FOR PUPILS

Several support systems are available to pupils, to help the pupil understand appropriate behaviour, adhere to school policy and manage their behaviour. These include:

- Pastoral Support from Form Tutor, Deputy Head, School Nurse and School Counsellor
- Behaviour Support Plan – requires input from pupil, parent and school
- Friendship Buddy System
- Restorative conversation with Form Tutors, Deputy Head and Head of the Prep following the behaviour system.

- Behaviour contracts / target charts – where pupils and staff agree key points for addressing.

Liaison with Parents and other agencies

Parents are made aware of behaviour through phone calls home when behavioural issues have arisen.

Parents' evening and reports are other occasions for sharing behaviour updates, both positive and negative. Form Tutors or the Prep School Deputy Head will communicate by telephone and email if serious behaviour is witnessed and requires attention.

Other agencies including local police officers are welcomed into school as part of the school assemblies and PSHEE, to deliver important messages related to British values and the rule of Law.

The Deputy Head (Pastoral), Head of the Prep School and Deputy Head of the Prep has awareness of other external behaviour agencies should they be required.

Sanctions

Should social or academic behaviour breakdown there is a system of sanctions in place.

- In the first instance the form teacher/teacher on duty would be used and the majority of matters would be resolved instantly. Time will be spent finding out what happened and why.
- Form teachers and the Deputy Head of the Prep are informed of any incident which has required considerable teacher input at break or lunch.
- It is likely that a talk with parents at the end of the day or phone call will resolve most problems.
- If behaviour is persistent, the next recourse would be a period of missed play at break/ lunch time commensurate with the offence, with the parents informed of this.
- The Deputy Head of the Prep will collect the girls and speak to them about their misdemeanour.
- Should poor behaviour continue then a behaviour chart will be used, with the agreement of parents.
- If there is no improvement the Head of the Prep school will invite parents in to discuss the issues.
- Ultimate sanctions in extreme cases are those of suspension and eventual exclusion from the school.
- For matters pertaining to academics it might be more appropriate to use the following:
Girls asked to complete work in a break time or lunch time. A performance/behaviour chart to be used for learning sessions in the morning and afternoon so that teachers may comment upon academic behaviour. This chart is reviewed by a designated member of the PLT at the end of each week.

Corporal punishment is not used or threatened at Norwich High School for Girls. We do not use or threaten punishments which could adversely affect a child's well-being.

Disciplinary action against pupils who are found to have made malicious accusations against staff

Where accusations are found to have no substance, pupils are disciplined in accordance with the sanctions hierarchy. Support will also be given to the pupil to determine reasons for false allegations and so they understand the seriousness of their actions.

Corporal Punishment

Corporal punishment is not used or threatened at Norwich High School for Girls. We do not use or threaten punishments which could adversely affect a child's well-being.

Use of reasonable force

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of Reasonable Force (DfE-00060-2011) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property, including their own;
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Any use of physical intervention is recorded by the member of staff on the day and parents are informed the same day or as soon as reasonably practical. Physical action is never used as a form of punishment.

SERIOUS MISBEHAVIOUR

Fixed Period and Permanent Exclusion

Fixed period and permanent exclusions of pupils from GDST schools shall be dealt with in accordance with the Trust's published procedures as set out in Appendix A to the Council of the Trust's Regulations and as amended from time to time.

A copy of Appendix A is held in the school office and is available to parents on request. In connection with the above, parents and pupils should be aware that the possession of illegal drugs or drug taking in school or on a school related activity will not be condoned under any circumstances, and that this usually results in permanent exclusion.

Early Years Foundation Stage

Aims

At Norwich High School for Girls we believe that children achieve most when their emotional needs are met and where there are clear expectations for their behaviour. In the EYFS we believe that good behaviour is essential to produce a happy, safe and caring environment which allows our girls to thrive and reach their potential.

In order to do this we:-

- Create a safe and nurturing environment through positive role models and attitudes.
- Explicitly teach good values and attitudes within the EYFS curriculum.
- Make our expectations clear through class codes of conduct.

- Promote and encourage good behaviour through a variety of reward systems.
- Work closely with our parents and ensure consistency in our approach and expectations.

We meet these aims in these ways:

- Mrs Susan Roberts as Head of Prep School and Mrs Rhian Barton as Head of Early Years Foundation Stage, supported by Miss Ali Brand as Deputy Head of the Prep School, are the named people with responsibility for behaviour management in the Foundation Stage.
- All members of staff are expected to act as good role models in the interaction with children, parents and other staff.
- We work closely with parents and inform them of any behavioural issues of concern.
- We work with parents to devise strategies which may be used consistently at home and school to address behavioural problems.
- We are flexible in our teaching, addressing personal, social and emotional issues as they arise through story, circle time and games.
- We are pro-active and plan activities which promote good behaviour and help our girls develop self-esteem and confidence.

Rewards

We encourage our children to practise good behaviour by operating a system of praise and reward. This includes:

- Giving praise and acknowledging positive actions and attitudes to ensure girls feel valued and respected as individuals.
- Individual and group incentives eg. House points
- A visit to the Head of Prep
- Good behaviour is shared with parents through conversation, home/school diaries and displays.
- Encouraging and praising the taking of responsibility.

Sanctions

- Corporal punishment is never used or threatened.
- Distraction techniques will be used to encourage positive behaviour.
- Depending upon the severity of the incident, verbal reminders will be given. If disruptive or unkind behaviour continues the class teacher will discuss matters with the EYFS/Key Stage 1 Coordinator.
- Girls may be withdrawn from an activity and may be given support by an adult. On a trip or visit parents may be asked to collect their daughter.
- Depending on the severity of the incident and/or if behaviour is a continued cause for concern a member of the Prep Leadership Team sees the girl and/or the parents.
- Pupils may be put on an Individual Behaviour Plan, report card or behaviour contract which is reviewed and updated as appropriate.
- The schools' hierarchy of sanctions as set out in the Rewards and Behaviour Policy is followed.

Review, Monitoring and Development:

The policy will be monitored and reviewed at least annually but also on an on-going basis as the need arises. The main parties responsible for the review, monitoring and development of the Rewards and Sanctions Policy are the Deputy Head (Pastoral), Head of Prep School and Deputy Head.

FURTHER GUIDANCE

- Behaviour and Discipline in Schools (2014) (2016)
- Equality Act 2010
- Norwich High E-Safety Policy
- Norwich High School Anti-Bullying Policy