



NORWICH
HIGH SCHOOL
For Girls aged 3-18

G D S T
GIRLS' DAY SCHOOL TRUST

POLICY – BEHAVIOUR, SANCTIONS AND REWARDS: PREP SCHOOL

Policy owner	Deputy Head of Prep and Nursery - Miss A. Brand
Policy last reviewed	November 2022
Policy next review date	November 2023
Policy audience	Staff, parents, and pupils

Statement of behaviour principles

At Norwich High School for Girls 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.

Introduction

Norwich High School for 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.

Policy Aims:

- To create an environment which encourages and reinforces good behaviour
- To make boundaries of acceptable behaviour clear and ensure safety at all times
- To encourage children to have high expectations of their own behaviour

- To raise awareness of appropriate behaviour, promoting this through positive reinforcement and sanctions applied for misbehaviour
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- To encourage consistency of response to both positive and negative behaviour throughout the school
- To assist in the forming of positive relationships within the school community and ensure that all children and staff respect each other
- To encourage the involvement of both home and school in implementing this policy

Values

Our school values are based on our butterfly strands, Take care of the little things, Grow a little every day and Be bold, Be brave and Spread your wings. These are articulated throughout the school in assemblies, PSHEE lessons and by staff and children's words and deeds. We seek to promote respect, fairness and social inclusion for all. We do not tolerate any form of discrimination, harassment or bullying and seek to ensure that all children feel happy, safe and secure. (See our Anti-Bullying Policy). Through the school curriculum, values and attitudes are taught, as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us. Our commitment to Equality, Diversity and Inclusivity promotes children's rights and promotion of the protected characteristics where applicable.

Roles and Responsibilities

The responsibility for the management of positive behaviour lies with the Head of the Prep and Nursery, Mrs Roberts. She is assisted by the Deputy Head of Prep and Nursery, Miss Brand and Mrs Barton, Head of Pre-Prep (who has responsibility for EYFS). However, we believe that every member of the school community has an important role to play in creating a positive learning environment. It is particularly important that all adults working in the school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is observed.

Staff will:

- Provide a positive role model for children and each other at all times
- Make clear their expectations of behaviour
- Encourage children to take responsibility for their own actions and associated behaviour, showing self-discipline and proper regard for authority
- Treat all children fairly and with respect and apply this policy consistently
- Provide a stimulating, safe and pleasant learning environment
- Set out and use guidelines and sanctions clearly and consistently
- Seek to form a good relationship with all parents to demonstrate a common aim
- Provide opportunities for children to take responsibility
- Encourage children to take care of school property, their own and that of others
- Praise and encourage good behaviour and respect for others
- Liaise with other staff to ensure effective and consistent monitoring of pupil behaviour, as well as access regular training on promoting positive behaviour and behaviour management.

Children will also be required:

- To treat others, including all adults in the school, with respect
- To listen to and follow the instructions of all school staff
- To observe the uniform code
- To take care of property, including the natural environment, in and out of school
- To co-operate with other children and staff
- To do their best to contribute to a positive learning environment and allow others to do the same

Expectations and Rewards

It is known that positive encouragement promotes good behaviour and raises self-esteem. Staff will endeavour to acknowledge good behaviour, through descriptive praise, positive feedback and appropriate use of rewards. House Points are awarded for exemplar behaviour, showing the School Values, as well as for academic success and/or progress relevant to the individual child. These are totaled termly and the winning House is awarded a special House Point trophy in an assembly. House

Points are also accrued through inter-House competitions. Class achievements are celebrated through class reward charts; these have been designed by the class and their form teacher. Weekly achievements are celebrated in Celebration Assembly; these can be based on individual exceptional learning or effort, as well as exhibiting the school values above and beyond what is normally expected. A head's commendation can also be awarded.

Expectations concerning behaviour in school will be maintained and modelled by all members of staff. Notable national and international events are marked in assemblies and in classes. The children's achievements, academic, extra-curricular and achievements outside of school, are celebrated in assemblies. The school also values greatly the standards of behaviour set by positive and inspirational role models in the local, national and international community.

Unacceptable Behaviour

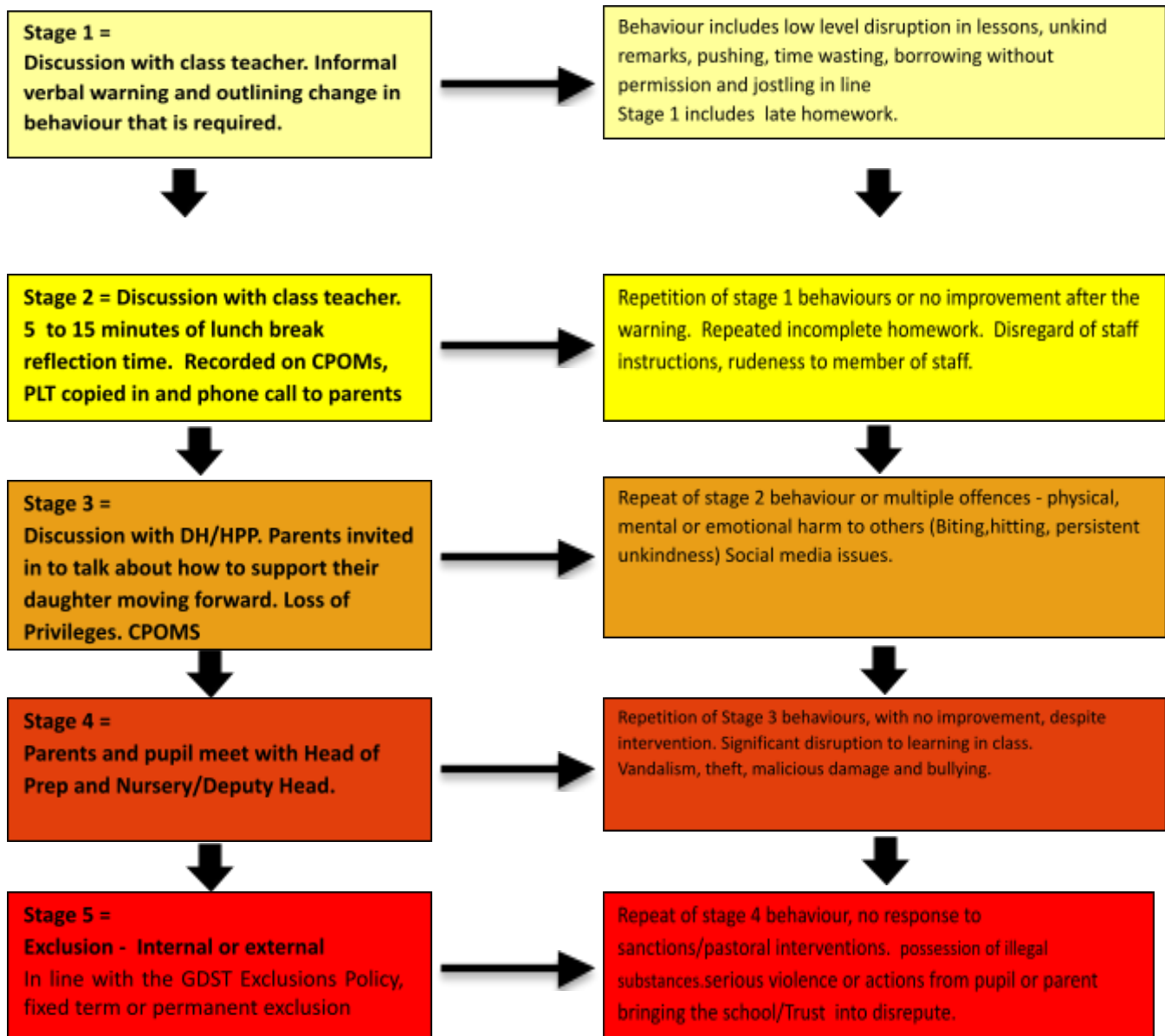
Unacceptable behaviour includes bullying of any sort (see Anti-Bullying Policy), damage to any property be it of the school, staff or other child, offensive language, behaviour which puts themselves or others at risk and any behaviour which disrupts the smooth running of the school community. Any misbehaviour involving drugs will be dealt with using the School's Drug Policy.

Sanctions

Where children choose to display poor behaviour, agreed sanctions appropriate to their age and behaviour will be applied fairly. These sanctions are intended to deter repetition of the behaviour and help children to learn that consequences follow actions. Where the misbehaviour is exhibited by a child with Specific Learning Difficulties and/or Disabilities, the SENCo will liaise with those staff concerned to ensure that reasonable adjustments are made for this child, if appropriate.

Corporal punishment is not used or threatened in any part of the School, including the EYFS; guidance is given to all members of staff on the circumstances in which physical intervention is allowable – see Safeguarding Procedures.

A staged approach will be used, with each stage being part of a consistent and progressive response to pupil behaviour which does not meet expectations:



* Please note that the above is not an exhaustive list of behaviours.
 * Children may move through the stages in order but **can enter directly at a higher stage if their behaviour warrants it.**
 * Each case will be dealt with individually and student voices will be heard from both sides.

Recording

A factual and non-judgemental record is kept of all behaviours from Stages 2-5 as well as significant interviews and parental contact, on CPOMs. If the behaviour is from Stage 3 upwards, it will also be entered onto the Prep Bullying/Serious Behaviour Log.

The Role of Parents

We value the strong links we enjoy with parents and seek to maintain good communication between home and school. The School communicates expectations to parents at the beginning of the year through Parent Information Evenings, as well as through Parent as Partners meetings. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation and to agree a plan of action, within the terms of this policy. Parents have a right to raise a complaint under the school's Complaints Policy.

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.

Related Policies

This policy operates in conjunction with:

- School Safeguarding and Child Protection Policy and GDST Safeguarding Procedures
- Norwich High School Anti Bullying Policy
- Norwich High Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy

Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (July 2022)
- Keeping Children Safe in Education (September 2022)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)

- Use of reasonable force; advice for head teachers, staff and governing bodies (July 2013)
 - Independent Schools Standards Regulations 2014
 - Equality Act 2010 and SEND Code of Practice (January 2015)

Monitoring, Evaluation and Review

The Deputy Head of Prep and Nursery will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other sanctions and report to the Head of Prep.