



**BELMONT GROSVENOR
SCHOOL**

POLICY ON BEHAVIOUR, REWARDS AND SANCTIONS

LAST REVIEWED: SEPTEMBER 2020

For the purposes of this Policy 'School' means Magic Tree Nursery, Belmont Grosvenor School, Before/After School care and BGS Holiday Club.

Please refer to the following BGS policies in conjunction with the Behaviour, Rewards and Sanctions policy:

- *Speaking and Listening*
- *Feedback policy*
- *Anti bullying*
- *Discipline and Exclusion*
- *Equal opportunities*
- *Pastoral care*
- *Spiritual, moral, social and cultural*
- *Safeguarding Booklet*
- *Transition Policy*
- *Key Person Policy*
- *IT Booklet*

Appendix A – Questions as a focus for Restorative Practice

Appendix B - Restorative Practice Information (Hard Copy only)

Appendix C- BGS Code of Conduct

Appendix D- BGS Behaviour flow chart and Reflection for WOP

Please also refer to:

- *Equality Act 2010 (Government equalities office)*
- *DfE advice Preventing and Tackling Bullying (July 2017))*
- *DfE advice Behaviour and Discipline in Schools (2016)*
- *KCSIE DfE September 2020*
- *Use of reasonable force DfE July 2013*
- *Supporting Children who are Bullied March 2014*
- *Mental Health and Behaviour in Schools March 2016*

- *Statutory Framework for the Early Years April 2017*

The policy sets out how the school promotes good behaviour amongst pupils and the sanctions adopted in the event of pupil misbehaviour.

Special Amendments to Belmont Grosvenor School Behaviour Policy During Covid-19 Epidemic

Behaviour Principles

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 pandemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

Behaviour Expectations:

- amended expectations about breaks or play times, including where children may or may not play
- clear rules about coughing or spitting at or towards any other person – **this could lead to exclusion at the discretion of the Headmistress**
- rewards and sanction system where appropriate may be changed from main body of policy
- clear rules for pupils at home about conduct in relation to remote education

School Routines and Procedures:

- following any altered routines for arrival or departure
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)
- rules about sharing any equipment or other items.
- use of toilets

Hygiene and Health Expectations:

- following school instructions on hygiene, such as hand washing and sanitising
- high expectations about sneezing, coughing, tissues and disposal (re-enforce 'catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus

Mental Health and Emotional Support:

- Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective focus
- Additional support that pupils can access above and beyond classroom provision if required – use of school ELSA provision, visits to school therapy dog and provision at break times for indoor quiet time.

HOW THE SCHOOL AIMS TO PROMOTE GOOD BEHAVIOUR AMONGST PUPILS

- We encourage pupils to adopt the highest standards of behaviour, principles and moral standards
- We aim to recognise and reward our children in a number of ways.
- We focus on the positive behaviours demonstrated by the children within the Early Years Foundation Stage (EYFS)
- Within the EYFS practitioners “Key Persons” can discuss behavioural issues at any point with the Manager and Deputy Manager of the setting.
- We aim to ensure that the children’s emotional well-being is high and track this using the “Leuven scale” for early years
- Parent partnership is of paramount importance and all behavioural issues are discussed with parents. Leaflets on issues such as Biting and Positive Behaviour management Strategies are available for parents within the EYFS.
- We aim to create the conditions for an orderly community in which learning can take place unhindered, relationships can flourish and pupils can develop a sense of responsibility for their own actions, deal effectively with difficult times and achieve positive outcomes.
- We aim to work towards a situation in which children can develop self- esteem and self-discipline in an atmosphere of mutual respect and encouragement leading to high standards of behaviour and consideration for others
-

BGS community of Governors and staff is aware of, and adheres to, duties under the:

1. Equality Act 2010 (including race, gender, Special Educational Needs and disability)
2. The school standards and framework act 1998 banning corporal punishment

In the EYFS children are encouraged to:

- Be polite
- To share resources
- Be kind to each other
- Learn that their behaviour can impact on others
- To respect each other
- To listen when someone else is talking
- To take turns

In class pupils are expected to:

- Be punctual.
- Enter classrooms sensibly and quietly.
- Be ready to start work quickly.
- Listen and concentrate.
- Be polite at all times.
- Conform to code of conduct and classroom rules.
- Be aware of BGS expectations and reputation when outside school.

Above all pupils are expected to respect their learning environment and never disrupt the work of the teacher or the class.

Around the school pupils are expected to:

- Walk and not run within the building
- Be mindful of others.

- Respect the school environment.
- Be polite.
- Respect their own property and the property of others.
- Greet their parents/carers in a respectful and courteous way at the end of the school day.

At all times pupils are expected to:

- Conform to the school's dress code.
- Avoid behaviour which could lead to others feeling threatened or bullied.
- Represent the school in a positive way.

We are aiming to nurture our children to be:

- Happy, kind, considerate, empathetic and respectful.
- To be aware of the world around them.

Our experience shows that the ethos of and respect for the school is enhanced by the 'Pupil Voice' and by encouraging constructive suggestions from them. To this end a vibrant and influential Student council meets on a regular basis to represent the pupils and promote their ideas and opinions.

At Belmont Grosvenor we have procedures and arrangements in place which help to support the above ideals and encourage children to raise their own personal standards and achievements and aspire to be happy and successful citizens of the 21st Century through:

Early Years: All practitioners at all times ensure that they are providing positive role models: taking time to both talk and listen, use good manners with other staff and children, and use positive speech and body language. Practitioners must never raise their voices in anger.

Positive Behaviour Management is age appropriate which includes the following strategies:

Early Years

- A smile/thumbs up
- Verbally – individually or in a group situation
- Wow moments
- Smiley face charts
- Stickers
- Friendship Tree

Across the School:

- Positive and supportive comments and verbal praise.
- Positive feedback policy.
- Rainbow table for Pre - Prep
- Friendship Tree for Pre Prep
- Golden Table for Prep
- Weekly celebration of achievement assemblies for Pre Prep and Prep
- Class sharing of individual achievements.
- Seeking the views of the pupils through questionnaires including PASS

- Listening to the pupil voice through student council and leadership team
- Pupil lunches with Head.

Underpinning the expectations written above, and supporting the personal development of the pupils, we have developed an extensive programme which embeds the following ethos and values:

- Learning habits
- Growth Mindset
- Appreciating the gifts and talents of all our pupils
- Raising self-esteem (SMSC)
- Promoting emotional resilience
- Advocating social responsibility
- Embedding Philosophy for Children, (P4C)

The Curriculum

Through the above mentioned ethos and values BGS aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom.

The staff within the EYFS promote the learning and development of all children in their care. The EYFS learning requirements comprises of seven areas of learning. They are all of equal importance and interconnected. Educational programmes involve activities and experiences across the seven areas of learning with a particular focus on the prime areas of: communication and language, physical development, personal & social development which are strengthened and applied through delivery of the specific areas of; literacy, maths, understanding of the world and expressive arts and design. Children's individual needs are considered in order to plan a challenging and enjoyable learning experience for each child. It is through this that we actively promote positive behaviour and respect for each other. All behavioural issues are discussed with parents through the key person system and Individual Behaviour Plans, if appropriate, are written and reviewed in partnership with the EYFS SENCo and with parents.

Within school pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard. An effective, well planned, appropriately differentiated and assessed curriculum, stimulates, engages and motivates pupils including challenge corners and enable tables in the classroom meant to excite curiosity and independent thinking for all levels of ability.

The development of respect for others is promoted within the moral, spiritual and cultural context of the curriculum. The school's act of worship and assemblies provide opportunities for the discussion of the religious aspects of moral codes of conduct and for the public sharing of successes and good behaviour.

The school promotes a positive attitude to play, team games and sporting activities that foster cooperation and team building among the children and endeavours to help pupils deal with disappointment as well as triumph in a balanced way.

Despite all of the above from time to time children misbehave. Pupils have to know that good behaviour brings desirable consequences and unacceptable behaviour brings appropriate consequences. We are actively encouraging restorative practice (which incorporates strategies that teachers and pupils can use in conflict resolution) and the following questions as a restorative response to harm or conflict:

Those affected are invited to share:

1. What has happened?
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future

An age appropriate questionnaire for all children is circulated within the first half term to ascertain their feelings and attitudes (Appendix A).

EARLY YEARS

Staff should:

- Use distraction techniques
- Intervene
- Show a disapproving look
- Talk to the child
- Suggest a moment of quiet reflection in a safe place
- Use resources to enable children to understand their feelings: empathy dolls, stories, feeling stones, pictures and mirrors.
- Speak to parents if necessary e.g. in the incidents of biting.

The legal requirement outlined in the EYFS (3.52 & 3.53)

States" that providers must not give corporal punishment to a child for whom they provide early years provision and, so far as it is reasonably practicable, shall ensure that corporal punishment is not given to any such child by:

- (a) any person who cares for, or who is in regular contact with, children;*
- (b) any person living or working on the premises where care is provided*

An early year's provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

A person will not be taken to have given corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely

*necessary (refer to **Safeguarding Booklet**).*

Providers must not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being."

SANCTIONS TO BE ADOPTED IN THE EVENT OF PUPIL MISBEHAVIOUR

Playground and Classroom management

Early Years - Please refer to the section above

Rec, Pre prep and Prep - TRAFFIC LIGHT SYSTEM

At Belmont Grosvenor School we encourage children to be responsible for their own actions. Whilst we promote positive behaviour we understand that on occasion these expectations may not be met.

At BGS we use the traffic light system, this allows the children to make the right choices.



Green – All children will begin the day on green and will continue to stay there as long as they show they are meeting the agreed class expectations.

Amber – If a child makes the wrong behaviour choice, their name is moved onto the amber light and they are reminded of the class expectations. After a period of meeting expectations, the child can be moved back to green.

Red - If a child continues to make the wrong choices and cannot meet class expectations, they are moved up to the red light. They are again reminded about making the right choices. After a period of meeting the expectations, the child can be moved back to amber and then green.

The day will be split into sections so that children can return to green and have a fresh start for each period of time. **Children MUST be moved back onto the green light at the start of each time period.**

If children continue make the wrong choices and remain on red, the following sanctions apply.

Pre Prep

- Period 1 – Before 1st break – Children on red to miss 5 minutes break time sitting on the bench.
- Period 2 – After break, before lunch break - Children on red miss 5 minutes lunch break, on the bench.
- Period 3 – After Lunch, before break - Children on red miss 5 minutes break time sitting on the bench.
- Period 4 - Afternoon – Children on red leave the classroom with another class that can model the expected behaviour.

Prep

- Period 1 – Before break – Children on red to miss 10 minutes break time sitting on the bench.
- Period 2 – After break, before lunch - Children on red miss 10 mins lunch break on the bench.
- Period 3 – Afternoon – Children on red to go to the SMT office at 3.55pm and see a member of the SMT staff to explain their actions.
- Prep - 3 red lights in a week will result in a WOP and parents informed
- Pre prep - 3 red lights in a week will result in the form teacher speaking with parents.

Automatic withdrawal of privilege can still be given in prep for serious actions such as violence towards another pupil/teacher, Bullying, swearing, vandalising property etc.

Withdrawal of Privilege (WOP) – See Appendix D

This will take place daily at morning break in Ingles Dining Room, supervised by the Child Welfare Lead, Director of Studies or Headmistress. Pupils will be required to discuss and reflect on their behaviour, its effect and consequences both for themselves, others and the school. A written task related specifically to the pupil's involvement in the incident, and designed to help them understand how they could have approached things in a more acceptable manner, will be set during this time. The pupil may also be asked to write out the relevant point in the pupil code of conduct.

A withdrawal of privilege will be noted in the pupil's home/school planner. The form Teacher and the child welfare lead will monitor the pupil's progress.

After three withdrawals of privilege, a letter will be sent home by the Child Welfare Lead.

Any further loss of privileges will result in a letter from the Headmistress, inviting the parents in to discuss strategies for behaviour management.

Further sanctions will be administered on an individual basis as and when it is felt necessary by the Child Welfare Lead in consultation with the Headmistress and staff. These can include: withdrawal of Prefect status and associated privileges, not being allowed to represent the school in both home and away sports matches, not being allowed to take part in school events and trips, missing morning breaks and lunch breaks, changes to the activities allowed at break time such as not being allowed to play football. In the case of persistent offenders and serious circumstances, the Child Welfare Lead will consult with the Headmistress to determine the appropriate sanctions. A record is kept of the sanctions imposed upon pupils for serious misbehaviour. (Refer Policy on Discipline and Exclusion) Pupils who are found to have made malicious accusations against staff will be dealt with in accordance with the school's policy on Discipline and Exclusion. Matters will usually be dealt with by the Child Welfare Lead or the Head.

Members of staff at the school **do not undertake any form of corporal Punishment**. Member of staff, in relation to the child concerned, means:

- a) Any person who works as a teacher at the school or other place at which education is provided for the child, or
- b) Any other person who (whether in connection with the provision of education for the child or otherwise)
 - i. works at that school or place or
 - ii otherwise provides his services there(whether or not for payment), and has lawful control or charge of the child.

Teachers may use physical intervention to avert an immediate danger of personal injury to, or immediate danger to the property of, a person (including the child).

Managing Pupils' Transition

The school transition policy ensures that necessary information is communicated and behaviour is not affected by a new environment or routines when moving from one stage to the next. When moving to another school, BGS sends appropriate records and school reports. In accepting a child into BGS we make a reference request to their previous school and ask for appropriate records and files to be submitted to us. This helps with a smooth transition and provision to be put in place accordingly.

The Role of the Child Welfare Lead and SMT

The Child Welfare Lead and SMT take behaviour seriously. The team meets each week to look at discipline and behaviour throughout school on an individual, class, year group, key stage or whole school level. The Cause for Concern, e safety record of concern and the Withdrawal of Privilege files are scrutinised at this meeting and systems of support are put in place and shared with staff at the weekly staff briefing. These include nurture time in KS1 with a TA, ELSA or drawing and talking sessions with a qualified practitioner or use of restorative practice and time to reflect.

The Role of the Key Person

The Key Person meets the needs of each child in their care and responds sensitively to their feelings, ideas and behaviour. The Key Person will offer security, reassurance and continuity, and they will be supported by the key team. The Key person and the key team within the child's learning environment are in the best position to understand your child's individual needs and to share information about your child's experiences within nursery (**refer to Key Person Policy**).

The Role of the Teacher

As in so many aspects of school life, the role of the teacher in setting high standards of behaviour and care is crucial. Teachers need to demonstrate high expectations of behaviour and achievement and to be positive in their responses to such achievements. High standards of behaviour will occur where teachers:

- Are positive, constructive and specific about what is expected.
- Plan, differentiate and assess work consistently for all pupils.
- Engage pupils fully in their learning
- Celebrate the work of pupils in a variety of ways including display.
- Are in classrooms on time and ready to greet children and commence lessons.
- Supervise the movement of all pupils around the building at key times such as break times, leaving after the school day, etc.
- Speak and listen to children with respect and deal with unwanted behaviour calmly and quickly – giving rewards and sanctions consistently and fairly.
- Have classroom management systems which expect children to take care and responsibility for equipment and belongings.
- Through the school transition policy ensure that necessary information is communicated and behaviour is not affected by a new environment.
- Use PSHE and SMSC where appropriate, to raise self – esteem and reinforce rules.
- Promote a positive Growth Mindset

The Role of Parents

Parents and Guardians who accept a place for their child at BGS undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework and remain aware of the good reputation of BGS when outside the school premises. Form Teachers, in the first instance, will liaise with Parents if concerns are raised about a pupil. Further communication/meetings will follow if deemed necessary.

Outside agencies

If through the systems and procedures in place and the monitoring and tracking of behaviour in school suggest that outside agency input may be required then this is accessed. This could be related to whole school requirements, class or individual needs.

School Rules ~ a Code of Conduct – Rationale

The school's Rules and Regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Parents, staff and guardians undertake to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

Pupil voice was used as the mechanism to draw up the school rules and they have been adopted by all members of our school community. Staff, pupils and parents were encouraged to sign up to our school rules in support of the initiative and to promote a happy school for everyone.

They umbrella the set of values that staff and pupils feel are important and incorporate the agreed codes of conduct, which is displayed in the classroom and home school planners and is reinforced through Assemblies, PHSE, P4C and form time. Please see Appendix B.

BGS School rules align with the *Five Fundamental British Values*:

1. Democracy
2. Tolerance
3. Rule of Law
4. Respect
5. Individual Liberty

They include what will *not* be tolerated at the school:

- Bullying – the exercise of power or dominance of one over another, being premeditated and forming a pattern of behaviour rather than an isolated incident.
- E-bullying
- Verbal or physical aggression.
- Swearing.
- Theft or vandalism.
- Prejudicial behaviour and Racism

Belmont Grosvenor School Rules Poster

*We show **wisdom, respect and good manners***



We are mindful

We are aware of *our value*
We *value* other people's thoughts and feelings
We try hard and show our *best self*



We use kind words

We speak with words we would
like to hear



We are gentle

Our actions towards others are
respectful and fair



We are tolerant

Everyone is welcome and equal



We care for our school

We *look after* everyone and
everything around us

The Headmistress for her part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. The sanction will be appropriate for the age of the child and will take into consideration and make any reasonable adjustments for children with special educational needs or disabilities.

All sanctions will be proportionate to the offence. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: withdrawal of privileges, assistance with domestic tasks, such as collecting litter, suspension for a specified period, removal or expulsion. The school’s policy on Discipline and Exclusion is available on the school website.

The above are incorporated in classroom rules, happy playground guidelines, out of bounds map and the agreed Codes of Conduct. The code of conduct is published in the Prep School Planner and in the Eco Code.

In order to support children in understanding the rules and to promote good behaviour, we have developed a system of rewards.

REWARDS:

Our system of rewards recognises the effort, perseverance and resilience of the pupils and is not just for the end goal or outcome. We share in the pleasure our pupils receive during our celebration of achievement assemblies.

We endeavour at all times to be fair and consistent in our distribution of awards by establishing clear criteria for each area.

EYFS	Pre Prep Department	Prep Department
<ul style="list-style-type: none"> • <u>A smile/thumbs up</u> • <u>Verbally</u> – individually or in a group situation • <u>Wow</u> moments displayed • <u>Certificates</u> • <u>Smiley face</u> • <u>Stickers</u> • <u>Friendship Tree leaves</u> 	<ul style="list-style-type: none"> • <u>Smile</u> and immediate <u>verbal</u> approval. • <u>Positive Feedback</u> • Use of inspirational <u>stickers</u> for good work, lining up, focus, changing sensibly etc. • <u>Friendship Leaves</u> for Acts of Kindness. • <u>Extra time</u> on favourite activities and classroom treats as appropriate. • <u>Paper chains</u> for positive learning habits and word of the week. 	<ul style="list-style-type: none"> • <u>Smile</u> and immediate verbal approval • <u>Positive Feedback</u> • <u>House Points</u> • <u>Golden Table</u> • <u>Sharing</u> good work and praiseworthy efforts in class and in weekly celebration assembly. • <u>Extra time</u> on favourite activities and classroom treats as appropriate • <u>Paper chains</u> for positive learning habits and word of the week.

House Points

All children and teachers are placed in a House on entry to the Prep Department. A ceremony takes place in assembly and children are presented with a House badge. Throughout the year there are occasions where House affiliation is celebrated and positive 'competition' takes place. House events are inclusive and all pupils are encouraged to get involved. The focus of House membership is 'team' and all credit is collegiate.

Pupil voice and community voice was the mechanism used to choose the House names of Swarcliffe, Bronte and Greenwood – names with significance to our school. There was opportunity for all to nominate, Year 6 pupils shortlisted with the assistance of the Headmistress and the school community was encouraged to vote when at the final stage.

House Points are awarded for children going above and beyond expectations in any aspect of school life. Tokens are handed to children who in turn place them in the House point collection system outside the school office. This is highly visible to children, staff and visitors. House points are not awarded for expected behaviour of BGS pupils.

The giving of House points for academic work and in class is at the discretion of teachers using their professional judgement, experience and knowledge of the child and revolves around improvement and effort rather than attainment. Teachers avoid rewarding children with Housepoints for innate high ability or speediness – reasons which may exclude another pupil.

House points are collated and counted and announced in the weekly celebration of achievement assembly by the Heads of Houses. The Housepoints Cup is awarded at Speech Day to the House achieving the most points during the year.

Speech Day

Speech Day is the highlight of the School academic year and showcases and highlights the achievements and success of BGS. Children are awarded with prizes for both personal growth and development; acts of kindness and contribution to school life as well as to academic/sporting/creative achievement and progress. Please refer to appendix C

Communication

There is a weekly meeting Pastoral care meeting with the Child Welfare Lead, Head and SENCO to discuss any issues relating to Rewards and Sanctions. These are then passed on at the Staff briefing. This ensures that a holistic approach by staff is used in the development of each child.

Date: September 2020

Review Date: September 2019

Reviewer: NW

Appendix A

Restorative approaches are not new, but offer a framework upon which to build on existing good practice.

"What do children want from school?"	The 21 st Century School Pupil Guarantee states:
We want to learn We want to be treated with respect as individuals We need our schools to be safe places We want support when we have any difficulties, not punishment We want to stay in school	Every pupil will go to a school where there is good behaviour, strong discipline, order and safety Every pupil will go to a school that promotes their health and wellbeing Every child will have a chance to express their views Every child and their families are welcomed and valued

In any incident of inappropriate behaviour we need to establish the facts. It is often said that there are three sides to every story: yours, mine and what really happened. Restorative questioning allows those involved to tell their story, from their perspective and to be listened to in a way which assures no pre-judgement. Restorative language then builds on 'affect' and feeling by asking 'Who has been affected by what has happened and in what way?' This helps to develop self-awareness and awareness of the feelings of others which are two of the key aims of SEAL.

The restorative approach is simple to introduce at a whole school level as it is based on using **five questions**, to address incidents of conflict or inappropriate behaviour.

These five questions are:

1. What's happened?
2. What were you thinking/how were you feeling at the time?
3. Who has been affected?
4. In what way?
5. What needs to be done to make things right?

Restorative approaches employ a variety of methods

Curriculum focus on learning and relationship building

Restorative conversations: affective statements and questions

Classroom conferences to resolve disputes

Restorative meetings. Informal conferences

Formal restorative conferences

Taking part in a restorative conference is not an easy option for the children who have caused the harm. Facing up to the harm they have caused is one of the drivers for changing behaviour and repairing relationships.

Restorative approaches can help unscramble misunderstandings and when thoughtfully and correctly implemented, it has been proven to enhance the school environment, remove barriers to learning and develop more resilient, empathic communities.

Appendix B

Agreed code of conduct for Pre Prep Department

- We arrive on time and ready to work.
- We keep our hands, feet and unkind words to ourselves.
- We take care of each other, our things and our surroundings.
- We do as we are told straight away.
- We put our hands up to ask or answer questions.
- We listen in class and do not talk when anyone is speaking to the class.
- We stay on task and finish our work as neatly as possible.
- We leave our classroom tidy and go out in an orderly manner.
- We wait quietly in line and walk on the left side of the corridor.
- We walk in a calm, quiet way at all times.
- We greet our parents/carers in a calm and courteous manner at the end of the school day

Agreed code of conduct for Prep Department

- We arrive promptly, and quietly, prepared for the day's work.
- We always have the appropriate equipment and our home/school planners.
- We keep our hands, feet and unkind words to ourselves.
- We always show respect and care for each other, our property and the school environment.
- We listen carefully and follow instructions first time.
- We raise our hands if we wish to make a comment.
- We do not talk when anyone is speaking to the class.
- We value other's opinions and contributions.
- We stay on task, work diligently and hand homework in on time.
- We leave our working environment tidy and go out in an orderly manner.
- We wait quietly in line and walk on the left side of the corridor.
- We conduct ourselves around school in a calm, quiet way at all times.
- We stand when an adult enters the classroom.
- We greet our parents/carers in a calm and courteous manner at the end of the school day.

Appendix C

Speech day Award Criteria

Achievement

- across all subjects
- based on end of year exam results totalled together
- reflection on any other tests e.g. rising stars, spelling etc.
- teacher formative assessment
- reports data

Progress

- based on the end of year GL reports
- across all subjects
- teacher assessment
- data based on other tests e.g. rising stars, SP Maths etc.
- reports data

All round commitment and enthusiasm

- attendance at clubs and activities e.g. music lessons, extra drama etc.
- representative activities e.g. student council, school quiz etc.
- positions of responsibility
- kindness & enthusiasm
- showing the learning habit skills consistently (growth mindset)
- consistent approach in terms of attitude, pride in their work, organisational skills etc.
- a person who is constantly noticing things and taking the initiative

Appendix D **BGS BEHAVIOUR FLOW CHART - to support process of withdrawal of privilege**

EXPECTATIONS

We respect:

- Learning, our environment, our school community.
- We follow the school rules
- We are polite, positive and proud of BGS

But if our behaviour is not acceptable!

SANCTIONS

1. Our teachers will disapprove and be disappointed
2. We will have time out of our favourite activities in the playground or in the classroom.
3. We will be given a verbal warning (Prep)
4. We will be given time to reflect on our behaviour with the Child Welfare Lead (this will be in Withdrawal of Privilege- Prep)
5. We will need to meet with the Headmistress
6. Our Parent's will be informed

Behaviour Reflection (for WOP)

Name:

Date:

- What did I do?

- Why is this behaviour unacceptable?

How did I feel when I behaved in this way? (circle or underline)

Angry Sad Frustrated Lonely Hurt confused Scared

- A better thing to do if this happens again:

Have I apologised to anyone affected by this behaviour? (circle or underline)

Yes

No

- Comments:

Pupil Signature

Staff signature