



Behaviour, Discipline and Pastoral Care Preparatory Department Policy

This policy has been updated in line with the DfE documents: Use of Reasonable Force (July 2013), Behaviour and Discipline in Schools; a guide for head teachers and school staff (February 2014), and Searching, Screening and Confiscation (February 2014); this policy also takes account of duties under the Equality Act (2010); this policy complies with ISI Regulatory Requirements, specifically Regulation 3.9 to provide a written policy which promotes good behaviour, sets out the sanctions to be adopted in the event of pupil misbehaviour.

This policy is available for all staff, parents and pupils on the School's website; it is further shared in writing with staff on an annual basis, with further summaries included in both, annually updated, handbooks for parents and staff.

I. INTRODUCTION

A consistent, values-led approach to behaviour management and pastoral care.

The MHSG Preparatory Department actively promotes the whole school ethos of welcome and support, ensuring that pupils and staff treat each other politely, fairly and well, so that every member of our school community feels valued and respected.

The Preparatory Department Behaviour, Discipline and Pastoral Care Policy is designed to support the promotion of a learning environment conducive to fulfilling the high expectations of the whole School, its pupils and their parents: the ultimate aim being a cohesive, caring community in which all members of the school can live and work together positively and securely.

A successful positive behaviour and pastoral care system needs a consistent approach: this policy sets out that approach and all staff who teach in the Preparatory Department are expected to uphold the principles within.

This policy should be read alongside the following Preparatory Department policies: Anti-bullying; Teaching for learning; Assessment. The policy also makes reference to, and should be considered alongside, the following through-School and Senior Department policies: Behaviour and discipline; Equal opportunities; Learning difficulties and disabilities; Expulsion, Removal and Review; Staff and Pupil Codes of Conduct.

2. Principle aims:

- (i) Ensuring throughout the Department that effective teaching and learning take place in both curricular and enrichment activities in order to develop pupils' concentration, motivation and application.

- (ii) Upholding high expectations of pupils' social interaction throughout the Department: pupils are expected to be courteous, honest, hard working, self-disciplined and respectful to both staff and other pupils.
- (iii) Ensuring individual pupil participation in a wide range of activities, providing opportunities for them to discover their potential in a variety of spheres; pupils are encouraged to develop skills and talents to their fullest potential so as to maximize their social development and thus reduce the likelihood of inappropriate behaviour.
- (iv) Promoting good behaviour throughout the Department through an encouragement of an intrinsic love of learning and pride in achievement, as well as offering extrinsic rewards to acknowledge and reinforce positive conduct; pupils will be encouraged in appropriate work habits, and the pursuit of academic excellence will be recognized and applauded on both personal and public levels.
- (v) Applying all sanctions in a firm, fair, proportional and consistent manner in the event of inappropriate pupil behaviour, in order to promote self-reflection and regulation of behaviour in pupils alongside a well-developed sense of responsibility and accountability to their community.
- (vi) Developing and encouraging high moral values and a sense of respect through the provision of a caring yet disciplined approach to classroom management, an expectation of high standards of appearance and dress, and a fostering of co-operation between pupils and between staff and pupils.

3. BEHAVIOUR, DISCIPLINE and PASTORAL CARE

Definition of outstanding behaviour

MHSG Preparatory Department will aim to achieve the same standards of behaviour and behaviour management as prescribed in the Senior Department to ensure effective transition and coherence of approach throughout the whole School. These standards are described below.

(Adapted from *Delivering the Behaviour Challenge*, DCSF September 2009 and from OFSTED behaviour descriptors).

- Staff use their **teaching skills** to ensure that pupils are actively engaged and motivated to learn and achieve their potential. They interact well with pupils and, as a result, pupils feel valued and respected.
- Pupils' consistently thoughtful and considerate behaviour is an outstanding factor in their **successful learning**. They are very supportive of each other. Listening skills are well-developed. Pupils pay attention to what others say and are not disrespectful of the ideas or views of others. They demonstrate excellent concentration and are rarely off-task, even in extended periods, without direction from an adult.
- Pupils are encouraged to participate in **additional activities** at break, lunchtime and after school which reinforce opportunities to take up leadership roles, work in teams to a common end and value the contributions others make, solve problems and organise activities. Pupils' keenness and commitment to succeed in all aspects of school life and their ability to grasp opportunities to extend and improve their learning are exceptional. They are very proud of their school community and contribute to a programme of continual improvement.

- Pupils' **behaviour around school** is exemplary. They show an awareness of each others' needs at break times and between lessons and on the journey to and from school. They encourage others to conduct themselves well. As a result, disruptive behaviour and bullying are unusual occurrences. Where bullying does occur, it is addressed quickly and effectively by staff. (See Preparatory Department Anti-bullying policy).
- Overall **attendance** is high, and this applies to all groups of pupils. **Punctuality** is exemplary.

All staff in the Preparatory Department will work to create the positive ethos summarised above by:

- Setting high personal standards in line with the Staff Code of Conduct and thus promoting amongst pupils a proper regard for authority;
- Planning lessons carefully, taking into account the aptitudes, learning needs and prior attainment of the pupils; using effective teaching methods and providing stimulating, varied learning activities appropriate for the age and ability range;
- Monitoring the impact of learning difficulties and disabilities on behaviour and alerting the Special Educational Needs Co-ordinator or Learning Support Advisor to ensure early intervention and support;
- Ensuring that classroom organization strategies are in place to tackle low level distraction in class: matching strategy to particular needs of the teaching group;
- Reinforcing the ethos, values and expectations of the Preparatory Department at appropriate junctures in PSHE and RE lessons, assemblies, form together time, circle time and discussions across the curriculum;
- Maintaining the ethos of encouragement and recognition of achievement and progress, both informally and applying the School's assessment policy and reward systems to pupils' work and behaviour;
- Establishing high expectations of good order, discipline and responsible behaviour in classrooms and all other areas of the school and applying sanctions if pupils fail to comply with the Student Code of Conduct;
- Ensuring equality of opportunity and fairness of treatment for all by applying consistency in response to both negative and positive behaviour and ensuring compliance with the systems of rewards and sanctions outlined in this policy;
- Providing a safe environment for staff and pupils, free from disruption, bullying and any form of harassment and aggression;
- Establishing positive teacher-pupil relationships based on mutual respect and building constructive relationships with parents and guardians;
- Ensuring that the definition of, and expectations for, outstanding behaviour are clearly expressed in an age-appropriate format to girls who are new to the Department and to those who have been involved in episodes of poor behaviour.
- Poor attendance and / or punctuality is monitored carefully and any concerns addressed with parents through written notification and meetings with the Head of the Preparatory Department.

4. BEHAVIOUR MANAGEMENT SYSTEMS and STRATEGIES

This section will include:

- (i) Expectations of behaviour
- (ii) Promotion of good behaviour through encouragement and reward
- (iii) Behaviour management as a preventative strategy
- (iv) Sanctions to deal with behaviour which falls below expectations

4.1 EXPECTATIONS of BEHAVIOUR

Acceptable behaviour is defined as behaviour which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, with teachers and other school staff and with visitors or other persons and which also shows a respect for buildings and property. The aim is to ensure that all pupils can enjoy and achieve. Acceptable behaviour is required both within and outside the school premises.

Unacceptable behaviour towards fellow pupils is defined in the Preparatory Anti-bullying policy and includes name-calling, verbal abuse, threatening language or behaviour, spreading of rumours, intimidation, exclusion, physical abuse, bullying and harassment (including racist, religious, sexist and homophobic abuse). This may involve face-to face incidents or the use of technology to bully others.

Unacceptable behaviour also includes failure by the pupil to adhere to the School's Code of Conduct and classroom expectations, by failing to work towards achieving her potential and/or by disrupting the learning of other pupils. Unacceptable behaviour towards a member of staff includes impersonating a member of staff on-line or making malicious accusations against a member of staff.

Expectations are made clear in the Pupil Code of Conduct and Classroom Expectations

- (i) **Staff** are provided with these documents in the Staff Handbook
- (ii) **Pupils** receive instruction on both the Golden Rules (Pupil Code of Conduct in practice) and Preparatory Classroom Expectations: details are indicated below.
- (iii) Expectations are reinforced for **pupils** through: assemblies; discussions in form together time; as an integral part of tackling any episodes of poor behaviour with groups or individuals with the grey card reflection system; when appropriate across the curriculum – for example, in the delivery of PSHE.
- (iv) **Parents** receive a Parent Handbook each July for the following year. This contains the Pupil Code of Conduct and parents are asked to read through this with their daughter.

MHSG Preparatory Pupil Code of conduct

- All pupils must do their best to benefit from the opportunities that are offered.
- In speaking and responding to others, all pupils must respect the normal conventions of polite and civilised society.
- All pupils must respect the human rights of others and have regard for the well being and academic progress of fellow pupils.

- Each pupil must behave in a way that allows herself and others to work successfully, without disruption, safely and with enjoyment.
- All pupils must have regard for the health and safety of themselves and others.
- All pupils must respect and take responsibility for property – their own property, other people’s property and the School’s property.
- All pupils in our School must do their best to maintain the highest possible reputation, both for themselves and for the School.

Golden Rules are displayed in all classrooms and reflect the conduct and behaviour that is expected of the pupils at all times (MHSG Pupil Code of Conduct in practice); they are discussed and shared with pupils on a regular basis: at the start of a new academic year, in PHSE, circle time, form together time, or when staff judge that the reinforcement of a particular rule would benefit individuals within the class; there is an emphasis on instilling the inherent values of the Golden Rules to aid behaviour regulation in children during the course of the EYFS and KSI, moving towards a greater use of the Classroom Expectation points with pupils in Key Stage 2.

- Do be kind and helpful
- Do be gentle
- Do work hard
- Do be honest
- Do listen
- Do look after property

Classroom expectations: the following expectations are discussed and shared with pupils at the start of each term by their class teacher, with particular emphasis in Key Stage 2, and are referred to throughout the term by all staff.

- Listen to and follow the teacher’s instructions.
- Listen to the views of others without interrupting them.
- Raise your hand to answer or to ask a question.
- Show respect for your own possessions and those of others.
- Take care of the classroom equipment and environment.
- Be polite, considerate and co-operative at all times.

4.2 PROMOTION of GOOD BEHAVIOUR

Preparatory staff will promote good behaviour through a positive ethos of encouragement and praise, both in the classroom and around the school. This may be formal or informal and to individuals or to whole classes.

Opportunities for reward, recognition and positive reinforcement of good behaviour in the Preparatory Department include:

- Maintaining a positive culture of encouragement when assessing / feeding back on strengths and good progress in curricular and enrichment / extra-curricular activities both in oral comments and in written comments on pupils’ work.

- Staff encouraging the public celebration of this positive culture by awarding their own year group stickers in class for excellent work, effort, achievement or behaviour.
- A statement of behavioural and social strengths as part of the general class teacher comment section on full reports to parents.
- Award of house points, related certificates of different levels and Year 6 presentation afternoon prizes (see below for formal Rewards Framework).
- Weekly award of Merits by Headmistress of School to Key Stage 2 pupils and Golden Girl Awards by Head of Preparatory to EYFS and Key Stage 1 pupils (see below for formal Rewards Framework).
- Weekly celebration assemblies for both Key Stage 2 and EYFS / Key Stage 1, and public evening / afternoon events, celebrating talents such as sport, music, dance, drama and contribution to community life; girls are encouraged to celebrate their own achievements and those of their peers.
- Celebration boards in the internal entrance to the Preparatory Department on which the achievements of the girls – both Golden Girls (EYFS and KS1) and Merits (KS2) are celebrated.
- Head of Preparatory' personalised letters to parents for outstanding pupil achievements including: Special Commendation Book signing for academic or community activities; Platinum house points award (KS2); 300 house point award (EYFS and KS1; or highest house point total at the end of the summer term in EYFS); outstanding achievements in competitions or community-based projects such as raising money for charity. (See below for formal Rewards Framework).
- Full attendance certificates: end of term and end of year.
- Positions of responsibility for pupils within the Departmental community (see below for details).

Positions of Responsibility

Opportunities for pupils to experience positions of responsibility for an aspect of their peer or school community are an essential component of our Departmental approach to promoting and modelling good social behaviours for all pupils. Roles of responsibility include:

EYFS and Key Stage 1:

- Class teachers allocate a variety of roles to individual pupils, reviewed on a daily or weekly basis, in order to allow all pupils the opportunity to experience and exercise responsibility, for example: line leaders, snack box monitors, helping hands.

Key Stage 2:

- Class positions allocated by class teachers for example: Class Monitor, Eco Councillor, Tech Helper, Arts Councillor, iPad Champion, School Councillor. Pupils are awarded a group-specific badge to wear on their uniform, and attend regular meetings with a staff facilitator to discuss issues raised by pupils and plan events or activity programmes that promote their area of responsibility for all pupils across the Department. Feedback from group meetings is shared across the pupil and staff body in order to action any points across the Departmental community.
- Year 6 pupils are all allocated a position of responsibility to prepare them for transition to Year 7: these include: House Captains, Games Captains, Music Prefects, Playground Friends,

Sports Leaders. Year 6 roles of responsibility that contribute to the ethos of praise, and the expectations of our pupils with regard to the Pupil Code of Conduct, are detailed below:

- ✓ House and Vice House Captains are chosen at the start of each term and, amongst other duties, assist in the collation and award of House Points and the House Point Certificates for their House in the weekly Preparatory Achievement assembly.
- ✓ Playground Friends are responsible for promoting friendship and organizing games for younger pupils in the playground at breaks throughout the day: they are distinguishable by their yellow hats.
- ✓ Year 6 and Reception Big Sister Scheme: Year 6 pupils are paired with a girl in Reception during the first term of the academic year to act as their “Big Sister” as they are settling into our school community; staff coordinate a variety of activities that create a structure for this scheme across the year, and “Sister” pairs are given the responsibility to tour prospective parents together on Reception information mornings.
- ✓ Under the guidance of the Deputy Head of Preparatory, Year 5 girls apply and are interviewed for positions of responsibility by Year 6 pupils in the summer term, and then undertake the role they are appointed to when they transfer to Year 6.

The **Preparatory Department Formal Rewards Framework** plays a motivational role in showing pupils that the Preparatory Department values positive attitudes, a high level of effort, rapid progress and contributions to the school and wider community in equal measure to high standards of academic attainment. It recognizes that, in a school with a national reputation such as MHSG, some pupils may feel discouraged that they are not in the highest-achieving groups. It aims to reward those pupils and build their self esteem. This framework consists of:

- (i) **Head of Preparatory Special Commendation Book** (Years Reception to Year 6)
Signing by pupil of the Book of Special Commendation in Head of Preparatory’s office for a single piece of work, or work over a period of time that shows consistently high levels of effort or attainment, or superb progress from baseline, or excellent contribution to the Preparatory or wider community. The book will also be signed in the event of a pupil achieving the highest house point award for their Key Stage (Platinum for Key Stage 2; 500 house points for EYFS and Key Stage 1). Parents / guardians are informed by letter, a copy of which is stored in the pupil’s individual record.
- (ii) **Merit System (Key Stage 2 only):** class teachers nominate two pupils per week to receive a merit bar from the Headmistress of the whole School in her weekly Preparatory assembly; pupils are nominated for demonstrating good behaviour, for commendable efforts in any field of school life, for demonstrating enthusiasm and interest in particular curriculum areas or aspects of study. These achievements are celebrated in the Preparatory Department weekly parent bulletin.
- (iii) **Golden Girls System (EYFS and Key Stage 1 only):** class teachers nominate two pupils per week to be “Golden Girls” for their contribution to and efforts with the “Golden Rules” that week; this award can be given for good behaviour, commendable efforts and enthusiasm, interest or tenacity with a particular curriculum area. In a weekly “Golden Girls” assembly, pupils receive praise, a Head of Preparatory’s award sticker and add a butterfly displaying their name to a position of their choice in the “Golden Girls” Garden

Display in the Infant Hall. These achievements are celebrated in the Preparatory Department weekly parent bulletin.

(iv) **House System and House Point Award System (Reception, Key Stage 1 and Key Stage 2):**

- **House System:** each girl is assigned on entry to the Preparatory Department to one of four houses: Gaskell, Roby, Darbshire and Behrens. The aim of the House System is to enable pupils of different ages to develop a common link. Each house has an elected Captain and Vice Captain from the Year 6 pupils, and pupils wear a badge signifying their House colour.
- **House Point Award System:** pupils earn House Points for themselves and their House, and these achievements are celebrated in different weekly assemblies for each Key Stage. In the EYFS, Reception pupils are awarded smiley faces for the first term, and are then introduced to the House and House Point Award System at the start of the Spring Term. House points are awarded by staff to pupils for good effort, behaviour, attainment and contribution to the Preparatory or wider community: certificates are awarded at increasing levels of achievement:
 - **Key Stage 2:** awarded by House Captains in weekly Preparatory Achievement assembly.
 - ✓ Bronze 75 House Points
 - ✓ Silver 200 House Points
 - ✓ Gold 300 House Points
 - ✓ Platinum 400 House Points: plus, signing of the Head of Preparatory Special Commendation Book
 - ✓ House Point Cup awarded each week to the House with the highest total of points that week.
 - **EYFS and Key Stage 1:** awarded by Head of Preparatory in weekly Golden Girls assembly.
 - ✓ Pupils receive certificates for: 25, 50, 100, 250 and 300 House Points.
 - ✓ An award of 300 house point award (EYFS and KS1; or highest house point total at the end of the summer term in EYFS); House Points includes signing of the Head of Preparatory Special Commendation Book.
 - ✓ House Point Bear awarded each week to the House with the highest total of points that week.
- **Preparatory School Council** is annually consulted on the House Point system: their advice is used to adjust levels of awards and to help moderate the number of House Points being given by individual staff or Year Group teams to ensure equity across the Department.

4.3 BEHAVIOUR MANAGEMENT and STRONG PASTORAL CARE as PREVENTATIVE STRATEGIES

Classroom management

Classroom management is key to promoting good behaviour. At MHSG Preparatory we expect all classrooms to have:

- A positive classroom tone
- Clear classroom rules displayed which have been agreed by the teacher and the class; for younger children, these may be the Golden Rules however discussion should take place to make them clear to the class.
- Clear expectations about work and work that is set at an appropriate level for individual pupils.
- A visual or clearly accessible timetable as appropriate for age, so that pupils know what is planned for the day.
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that pupils can move easily, can find resources, and property is respected.
- If appropriate and only according to individual pupil need, a designated “quiet area” for a pupil to work in individually if classroom expectations are not being met after sanction system warnings employed.
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover or supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working on the carpet or at shared tables.

4.4 Sanctions to manage and address inappropriate behaviour

When a pupil’s behaviour falls below an acceptable standard, a range of sanctions will be enforced. Through working closely and openly with pupils and their families, it is our aim at MHSG Preparatory, to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers in pastoral files and shared weekly by all staff via the Pupils of Concern agenda item on weekly briefings, and monitored regularly by the Head of Preparatory, Deputy Head of Preparatory (Key Stage 2) and Assistant Head of EYFS and Key Stage 1 (Key Stage 1 and EYFS).

Early intervention and support

Our approach to behaviour management and sanctions in the Preparatory Department is developmental; we expect our sanctions system to offer pupils opportunities to reflect on any inappropriate behaviour to support their development of independent emotional and behavioural regulation skills, whilst reassuring any child who has been subject to the inappropriate behaviour that it has been addressed.

The purpose of a sanction in the Preparatory Department therefore is:

- To ensure that children understand when their behaviour has been unacceptable and why (reference to Pupil Code of Conduct, Classroom Expectations or Golden Rules as appropriate to age of pupil).
- To demonstrate that action has been taken where another child, or children, has been hurt or upset as the result of another child’s behaviour.
- To trigger a review of teaching strategies used by teachers of the pupil, including possible referral to the Learning Support Advisor and the construction of an individual student plan, with regular reviews recorded within the pupil’s file (for example, if a pupil has dyspraxia, attention deficit disorder or other learning difficulty or disability). The School will involve

external agencies where this involves no cost to the School, and will encourage parents to seek specialist external assistance in identifying specific learning difficulties and disabilities. The School maintains appropriate records of internal and external referrals, and ensures that teachers of an individual pupil are informed of the outcome of a referral so that individualized planning can be adjusted accordingly.

- To provide an opportunity for teachers of the pupil to give general advice on how to improve self-discipline.

Important considerations when using the sanction system:

- It is imperative that the sanction be proportional to the behaviour.
- Whenever a sanction is applied, the behaviour will be discussed with the child so that they understand why the behaviour is not acceptable.
- Staff are discouraged from punishing a whole class unless this is unavoidable or appropriate; this should be discussed with the Head of Preparatory in the first instance.

Hierarchy of Sanctions

A hierarchy of sanctions allows minor sanctions for minor, single offences and major sanctions for major offences or repeated infringements. Parents will be informed on the day of a sanction being imposed with a written record being made immediately afterwards, unless the misbehaviour is minor.

The below steps set out the range and hierarchy of sanctions for inappropriate behaviours that should be followed in the Preparatory Department.

Corporal punishment is illegal and will not be used in this School.

EYFS and Key Stage 1
Low Level Behaviour
<p>General guidelines</p> <ul style="list-style-type: none"> • Records will be kept in class teacher’s pastoral file. • Parents will be informed if the behaviour is persistent.
<p>Sanctions</p> <ul style="list-style-type: none"> • Verbal warning • If behaviours are persistent; staff should move onto the Cloud system.
More Serious or Persistent Low Level Behaviour
(Persistent Low Level Behaviour is behaviour that the pupil is not addressing using Low Level sanctions)
<p>General guidelines</p> <ul style="list-style-type: none"> • Cloud and Rain Cloud Incidents will be recorded on Pupil Behaviour Incident Record Form kept centrally on the Mdrive, and an additional copy recorded on the pupils’ secure file in the Preparatory Office. • Parents will be notified the same day for Cloud (Class Teacher) or Rain Cloud (Head of Preparatory or Class Teacher) incidents with a written record being made immediately

afterwards. See appendix for parent conversation record pro forma.

- Assistant Head of KSI and EYFS must be informed of any Cloud incidents.

Sanctions

The appropriate Behaviour Incident form will be completed according to severity of incident or persistent behaviour:

Cloud sanction:

- (i) Verbal warning that 'Golden Behaviour Butterfly' will be moved from Sunshine to Cloud if behaviour persists (Class teacher).
- (ii) Butterfly moved to Cloud by class teacher; pupil sent to Assistant Head of EYFS and Key Stage 1 to explain why the butterfly was moved and to give pupil a chance to discuss strategies for appropriate behaviour (Cloud Behaviour Record completed centrally and on the individual pupil's file by Assistant Head of EYFS and Key Stage 1).

Rain Cloud sanction:

- (iii) If the same inappropriate behaviour persists: butterfly is moved to Rain Cloud. Pupil misses 5 minutes of playtime and has 'time out' at Head of Preparatory's office; this should be explained to the pupil that this is time for them to think - no work or reading to be done in this pupil reflection time. The Head of Preparatory discusses the behaviour with the pupil and assesses best-fit strategy moving forward to support the pupil in addressing inappropriate behaviour. Rain Cloud Behaviour Record added to Cloud Record and recorded both centrally and on the individual pupil's file by Head of Preparatory; shared with Class Teacher.
- (iv) Best-fit strategy for the individual pupil will be chosen from a range of strategies including the list below:
 - Close monitoring of impact of 'Rain Cloud' reflection time by class teacher on pupil's return to class.
 - Partial loss or loss of Golden Time.
 - Further partial loss or loss of break time(s).
 - Implementation of a home-school or school behaviour reward chart.
 - Completion of a Rain Cloud Behaviour Agreement by Head of Preparatory with pupil; shared with Class Teacher.
 - Implementing a more focused monitoring process in order to gather a picture of the behaviour, including positive behaviours; could include the implementation of a break time book or contextual log of incidents.
 - Referral to the Learning Support Advisor for potential support strategies for staff and pupil, and possibly the creation of an Individual Behaviour Programme if necessary for a pupil with a specific learning need or disability.

See appendix for proformas used.

Key Stage 2

Low Level Behaviour

General guidelines

- Records will be kept in class teacher's pastoral file

- Parents will be informed if the behaviour is persistent and / or concerning with a written record being made immediately afterwards. See appendix for parent conversation record pro forma.

Sanctions

- (i) Verbal warning
- (ii) Moving position within classroom
- (iii) Discussion in break time with class teacher
- (iv) Time out to work in individual space (may be self-elected)
- (v) Partial loss of playtime, or standing by a member of staff on duty during a playtime
- (vi) Partial loss of privileges
- (vii) Discussion with family

Persistent behaviours: staff to use the Grey Card: see below

Serious Behaviour

(Or persistent Low Level Behaviour that the pupil is not addressing using Low Level sanctions)

General guidelines

- Records will be kept centrally on the Mdrive, and an additional copy recorded on the pupils' secure file in the Preparatory Office.
- Parents will be notified the same day with a written record being made immediately afterwards on parent conversation record form.
- Head of Preparatory must be informed of any Grey or Yellow Card sanctions.

Sanctions

The appropriate Behaviour Incident form will be completed according to severity of incident or persistent behaviour:

- (i) Grey (Interview and Record Form completed by Class Teacher).
- (ii) Yellow (Interview completed and recorded both centrally and on the individual pupil's file by Deputy Head of Preparatory; shared with Head of Preparatory and Class Teacher).
- (iii) Red (Interview completed and recorded centrally and on the individual pupil's file by Head of Preparatory; shared with Class Teacher).

See appendix for detailed guidance and proformas; sanctions include:

- Loss of playtime with Class Teacher as part of Grey Card process.
- Loss of playtime with the Deputy Head of Preparatory as part of Yellow Card process, with additional loss of playtime(s) and / or removal of privileges as appropriate.
- Internal suspension with the Head of Preparatory as part of Red Card process, with additional loss of playtime(s) and / or removal of privileges as appropriate.

Playground and Transition Time Sanctions for all Preparatory Department pupils

- (i) Duty staff during playtimes, lunchtimes and all transition times comprise Preparatory teaching staff, Preparatory classroom assistants and Preparatory lunchtime supervisors according to the duty rota published termly by the Deputy Head of the Preparatory

Department: behaviour during this time is monitored and addressed by duty staff using the guidelines below.

- (ii) Any pupil behaving inappropriately in the playground will receive an initial warning from a member of staff on duty. If the pupil fails to respond to the warning, they will be given a period of 'time out' appropriate to their age or the behaviour, standing in a designated place close to the member of staff on duty. Pupils may then be given the opportunity to show that they can behave appropriately, possibly with supervision.
- (iii) Any behavioural incidents will be reported by the member of staff on duty to the child's class teacher immediately following the break. The pupil's class teacher is responsible for agreeing appropriate sanctions, informing parents of any concerning behaviour and subsequent agreed sanctions, and for recording the incident on the appropriate behaviour record form with supporting detail from the member of staff on duty.
- (iv) Any behaviour that is witnessed in the playground or during break or other transition times, that is of immediate concern or causes significant distress to other pupils, will be reported in the first instance to the class teacher as detailed above, but will also be raised in the Pupils of Concern section of weekly briefings and assistant meetings to ensure monitoring by all staff on duty. If the behaviour is ongoing it will be referred to the Assistant Head of EYFS and Key Stage 1 (EYFS and Key Stage 1) and the Deputy Head of the Preparatory Department (Key Stage 2) for appropriate sanctions, they will then refer any concerns to the Head of the Preparatory Department for further sanctions or advice.

Bullying and Cyber Bullying

All incidents of possible bullying are treated seriously and sensitively. (See separate Preparatory Department Anti-Bullying Policy for details). In the Preparatory Department, bullying behaviour is defined as any repetition or pattern of unkind behaviour including:

- The use of behaviour which others find threatening or hurtful;
- The use of physical aggression of any form;
- The use of exclusion from friendship groups as a means of intimidation and hurt;
- Name calling because of ethnic origin, nationality, religion or belief, sexual orientation or some form of disability;
- Spreading rumours;
- The use of technology deliberately to upset someone else – cyber-bullying through the use of mobile phones, social websites, text messaging, photographs, email and virtual learning environments.

Overview:

- The emotional distress caused by bullying is treated very seriously in the Preparatory Department; it is investigated immediately on the receipt of a report. In the MHSG Preparatory Department we believe that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else with is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. To that end, this policy clearly indicates our approach to the principle of promoting positive behaviour.
- To support this principle, all pupils are told regularly, through class PSHE lessons, circle time and form time, assemblies, and anti-bullying week activities, that bullying may be verbal,

physical or through the use of technology and will not be tolerated by the school in any form whatsoever. Pupils are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out to a member of staff that they trust is essential. Pupils are taught that being safe is the most important thing and that every child has the right to feel safe in our school.

- E-safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber-bullying do come to our attention and as the majority of these take place out of school, the school takes a supportive rather than a punitive approach to managing such concerns. At MHSG Preparatory, when incidents of cyber or text bullying are brought to the school's attention, the following steps are followed:
 - (i) Evidence is presented to the Head of Preparatory (DSL) and Assistant Head of EYFS and KSI (Deputy DSL of Preparatory).
 - (ii) The parents of all pupils involved are informed.
 - (iii) Head of Preparatory / Assistant Head of EYFS and KSI speak to the victim(s) and perpetrator(s) individually or grouped, as appropriate. Key messages reinforced.
 - (iv) Class teacher further reinforces key messages with class / year group that week.
 - (v) Agreement with victim(s) that this has been an *unintentional** one-off situation effectively dealt with or
 - (vi) Victim(s) and perpetrator(s) are moved to support group anti-bullying strategy with Head of Preparatory, Deputy Head of Preparatory or Assistant Head of EYFS and KSI, as appropriate to age.
 - (vii) Follow up: ongoing situation is closely monitored by class teacher(s); Departmental or School sanctions may be employed if deemed appropriate to the level of misdemeanour; when such incidents occur, the subsequent Preparatory Bulletin re-issues parental advice regarding supervision of internet use. (From DCSF 'Cyber Bullying: a Whole School Community Issue' 2007)

**unintentional*: as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences: for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group).

5. PERSISTENT CHALLENGING BEHAVIOUR ISSUES

External Suspensions and Expulsions

- The Head of Preparatory (Deputy Head of Preparatory in the Head of Preparatory's absence) will assist with any persistent challenging behaviour in any context. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- In the independent sector, **exclusion** is defined as when a pupil is not allowed to return to school while fees are unpaid. Unless there is a written agreement about delayed or staged payments between the parent and the school, pupils whose fees are outstanding may not return to school. In this case, the Head Mistress will inform the parents or guardians.

- **Expulsion** is defined as immediate dismissal from the School. (This is known as exclusion in the maintained sector). It is recognised that expulsion may stigmatise a pupil and the School makes every effort to deal with a pupil's error of judgement in other ways. However, a pupil will be expelled if it has been reasonably well established that she is guilty of any of the following:
 - serious or persistent bullying;
 - violent behaviour;
 - malicious vandalism of school property;
 - any other conduct that dishonours the school.
- Other serious or repeated breaches of the School's behaviour policy may lead to a pupil being **suspended** by the Head Mistress for a fixed period of time. A suspended pupil will not be allowed to attend lessons.
- **Internal suspension** will require a pupil to attend school, but to work away from the other girls, usually under the supervision of the Head of the Preparatory Department.
- **External suspension** will require a pupil to remain at home, under the supervision of a parent, and complete work set by the School.
- Following suspension, a pupil may be placed on a **Preparatory Behaviour Contract**: an assessment of the child's persistently challenging behaviour and needs is triangulated by the Head of Preparatory with the needs of Preparatory staff and the needs of Preparatory pupils in order to structure this agreement. A meeting is initiated with parents and relevant Preparatory staff to clarify the agreement to all parties; an appropriate member of staff will be designated to explain the Behaviour Contract to the pupil, according to their needs and age. Failure to comply with the terms of this contract is likely to lead to expulsion.
- Where a pupil's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Head Mistress who acts on behalf of the governing body to agree whether or not it is appropriate to move the pupil on to the terms of the School's **Expulsion, Removal and Review policy**. A copy of this policy is sent to parents via the annually published Parent Handbook, although a copy of the policy can be requested.
- There may be breaches of school discipline that do not require expulsion or suspension, but, in the opinion of the Head Mistress, require that a pupil must leave the school permanently. Examples might include: continued lack of application to school work, in lessons or homework, despite warnings; poor attendance; endangering the safety of members of the school community through reckless action; continued poor behaviour; a serious breach of discipline under the terms of the school contract or criminal law.
- In such cases, there will be a discussion with parents (and with the pupil if she is of sufficient age and maturity) to help them understand why the pupil cannot remain. The leaving status

of the pupil and the help that will be given in finding a new school to make a fresh start will also be discussed with the Head Mistress and the parents.

6. PASTORAL CARE STRUCTURE and RESPONSIBILITIES

In addition to the roles and responsibilities outlined above, the following responsibilities further support and ensure the consistent, values-led approach to behaviour management and pastoral care of the Preparatory Department.

Class teachers:

- Ensure that they contribute to the positive ethos of the Preparatory Department by reading, understanding and following the guidelines for Classroom Management, Rewards, Sanctions and the promotion of good behaviour outlined in this policy.
- Share the Preparatory age-relevant Classroom Expectations, Pupil Code of Conduct, potential Rewards and Sanctions at the start of an academic year so the system is consistently and clearly understood by all pupils within the Preparatory Department; class teachers will re-share this information as and when they deem necessary throughout the academic year.
- Provide support and guidance to pupils whenever necessary, on an individual or class basis.
- Monitor each child's general academic and social development, and plan interventions where appropriate, keeping required academic and pastoral records up to date.
- Register the class twice daily and follow up any unexplained absence, referring to Head of Preparatory where necessary.
- Supervise pupils safely at playtimes, in transition times and after school where required to ensure a protective environment for all.
- Update parental and pupil information on Moodle and monitor homework diaries / reading records regularly to ensure positive home-school partnership and communication.
- Respond promptly to any parental messages received via the homework diary / reading record or email.

Assistant Head of EYFS and Key Stage I:

- Takes responsibility for the pastoral welfare of girls in the EYFS and Key Stage I classes, with support from the Head of Preparatory.
- Is available to parents when pastoral concerns are raised, with support from the Head of Preparatory.
- Monitors standards of behaviour and achievement in Key Stage I and raises any concerns with the Head of Preparatory.
- Assists the Head of the Preparatory Department in applying the system of rewards and sanctions for EYFS and KSI as detailed above.
- Organises the collection, publication and announcement of weekly House Point totals, House Point Certificates and celebration of pupil achievements for Key Stage I and EYFS pupils.
- Carries out any safeguarding and child protection duties commensurate with the role of Deputy DSL for the Preparatory Department; operates as a Preparatory DSL team with the Head of Preparatory to ensure the safeguarding of all children in the Preparatory, with a specific emphasis on care of pupils in the EYFS.

Deputy Head of the Preparatory Department

- Takes responsibility for the pastoral welfare of girls in the Key Stage 2 classes, with support from the Head of Preparatory.
- Is available to parents when pastoral concerns are raised, with support from the Head of Preparatory.
- Monitors standards of behaviour and achievement in Key Stage 2 and raise any concerns with the Head of Preparatory.
- Monitors the general standards of conduct and appearance of all pupils in the Preparatory Department.
- Timetables the programme of extra-curricular activities across the Preparatory Department each term, to encourage as full a development of pupils' talents as possible; ensure parents are informed about the programme of activities at the end of the previous term to aid home-school communication and the planning of child care needs by families.
- Timetables the staff duty rotas at the start of each new term, ensuring staffing ratios are organized to support the security and safety of all pupils at all times.
- Regularly monitors the effectiveness of, and updates whenever necessary, the duty rota and risk assessments for all non-classroom locations used by Preparatory pupils, to ensure the safety of all pupils.
- Assists the Head of the Preparatory Department in applying the system of rewards and sanctions for Key Stage 2 as detailed above.
- Organises the collection, publication and announcement of weekly House Point totals, House Point Certificates and celebration of pupil achievements for Key Stage 2 pupils.
- Organises the selection of Year 6 pupils for responsibility, actively seeking ways for the selected pupils to develop these roles during their time in Year 6.
- Promotes and actively seeks ways to further develop the impact of the House System within the Preparatory Department.

Head of the Preparatory Department:

- Takes responsibility for the day to day running and overall strategic direction of the Preparatory Department.
- Takes responsibility for the well-being and development of all girls in the Preparatory Department.
- Takes a lead role in developing and applying the system of rewards and sanctions.
- Ensures a rich and varied programme of extra-curricular activities is available for all year groups, to encourage as full a development of pupils' talents as possible.
- Takes responsibility for developing and monitoring systems that ensure the pastoral welfare of all pupils in the Preparatory Department.
- Is available to parents when pastoral concerns are raised.
- Takes a lead in the development and implementation of the Preparatory Department Behaviour, Discipline and Pastoral Care Policy.
- Leads the Preparatory Leadership Team in the Preparatory Quality Assurance cycle for the monitoring of standards of behaviour and achievement within year groups and across the whole Department.
- Assists in applying the system of rewards and sanctions as detailed above.

- Liaises with the Head of Year 7 and the Year 6 staff team regarding 11+ transfers, ensuring continuity of pastoral, academic and special educational needs or disabilities information.
- Liaises with the Year 2 staff team regarding the delineation of the Year 3 classes to ensure positive social and pastoral outcomes for pupils.
- Develops and leads the transition strategy for all classes within the Department with regard to: staff deployment amongst classes and year groups; support staff deployment amongst classes and year groups; the recording, monitoring, actioning and transition of pastoral, academic progress and academic intervention / support / challenge information between staff year group teams during the summer term.

7. INVESTIGATING INCIDENTS

- Incidents will normally be investigated by the Head of Preparatory.
- All statements will be dated. Depending on age, the pupil alleged to have misbehaved will be asked to write down or retell her version of events. The teacher will be asked to write down their version of events. If appropriate, witnesses will be asked to write down their versions of events.
- Parents will be contacted on the day of occurrence to inform them of any misbehaviour in which their daughter has been involved.
- An interview sheet concerning the results of all investigations, the action taken and the follow-up planned will be recorded and shared promptly with the Head Mistress.
- The Head of Preparatory will notify the police and other relevant bodies if appropriate, in consultation with the Head Mistress.
- A copy of the results of all investigations undertaken will be held in the individual pupil's record file until the pupil leaves the School. Where an investigation finds that there is no case to be heard, the report will be held by the Head of Preparatory and will not be kept in the pupil's record/file.
- Any incident which results in external suspension / expulsion will be recorded centrally by the Head Mistress.

8. TRAINING and SUPPORT for STAFF

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour, whilst being able to contribute ideas to improving practice.
- The Head Mistress, Governors and Head of Preparatory will ensure that appropriate advice on behaviour management is provided to support the implementation of the behaviour, discipline and pastoral care policy. This training will include in-house induction for new staff and advice tailored to the individual member of staff. Ongoing professional and personal support is also provided by the Head of Preparatory, the Preparatory Leadership Team and year group staff teams.

9. SUPPORT for PUPILS and PARENTS

- (i) At MHSG Preparatory we understand that how a child behaves can be a sign of an underlying issue. Staff monitor changes in behaviour closely, which could include:
 - A child who is withdrawn and unable to make friends

- A child who is unable to concentrate on classwork
 - A child who may become disruptive and / or aggressive in class
- (ii) In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult, either individually or within a group of supportive peers. The decision to refer to the School Nurse, the Preparatory Learning Support Advisor or an external agency for additional emotional support may also be taken.
- (iii) Working with parents is an important part of supporting children with their behaviour. At MHSG Preparatory we make sure that parents are informed of incidents involving their child, and have a chance to discuss their child's behaviour, especially where this behaviour has been of a serious or of a continuous low-level nature.
- (iv) Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships and works hard to inform, involve and advise parents on planned and informal occasions throughout the school year; parents are thereby encouraged to show a commitment to the ethos and work of the school.
- (v) Parents are actively encouraged to come into school to see class teachers or the Head of Preparatory at any time during the school week, for informal discussions concerning any home or school issues on which they would like further advice or reassurance.

10. MANAGING PUPIL TRANSITION

(Further details of Preparatory procedures are available within the Preparatory Admissions Policy and Preparatory EYFS Policy).

Entering Reception

See MHSG Preparatory EYFS Policy for further details.

Strong links have been established with pre-school providers: EYFS staff carry out nursery and pre-school environment visits in the summer term before the September in which the new pupils start at MHSG, in order to gather information from conversations and observations, and to make positive initial links with the child. Where necessary, extra visits will be added to a child's induction if staff feel this will help establish relationships and make the transition into school a positive start for the child and parents.

Mid-year joiners

If pupils join MHSG Preparatory mid-year the class teachers ensure that the MHSG Preparatory approach and expectations of behaviour are shared with the new pupil. The Head of Preparatory will share the same information with new parents and ask them to be honest about any behaviour or friendship issues their child may have experienced to facilitate their positive induction into the life of the Department.

Moving from the EYFS to Key Stage I (Reception to Year I)

See MHSG Preparatory EYFS Policy for further details.

A number of steps are put in place to ensure that there is a seamless transition from Reception into year I: in the summer term, Year I teachers visit their new classes a number of times in their

current class room in order to observe, read stories, play games etc; the Reception class visit their new classrooms to meet their new teacher for an afternoon in the summer term; the Reception teacher and Year 1 teacher have a transition and progress meeting to discuss each individual child, share observations, assessments, EYFS profile and discuss Characteristics of Learning; the Reception curriculum becomes more adult led in the summer term to reflect the Year 1 curriculum; the Reception class start of day arrival and end of day dismissal will change at an agreed point in the summer term to match KSI dismissal; Year 1 teachers will send home letters and information for parents about KSI – parents will meet the new Year 1 staff team formally in September; parents will gain access to the Year 1 MOODLE page; there will be a period of time at the start of Year 1 when pupils will still have continuous provision in the afternoon planned into their learning activities for the week.

Moving from Key Stage 1 to Key Stage 2 or between year groups

As part of the transition work undertaken in the summer term, all relevant pastoral and behavioural information is passed onto the next year group team. The Year 2 teachers work closely throughout the summer term to determine the two new Year 3 classes by taking into account any positive behavioural outcomes that could be achieved by grouping particular children together. All classes visit their new classrooms to meet their new teacher for an afternoon in the summer term. Parents will meet their daughter's new staff team formally in September, where information and curriculum details about the new year group will be shared with parents; parents will gain access to their daughter's year group MOODLE page and receive a copy of the new Preparatory Department Parent Handbook in July, both of which allow them both specific and generalised information concerning their daughter's education at MHSG. Key policies are available for parents on the School website, all other policies are available on request from the Head of the Preparatory Department.

Moving to Key Stage 3 and secondary education

As part of the transition work undertaken in the summer term, all relevant pastoral and behavioural information is passed onto the Head of Year 7. The Year 6 teachers work closely throughout the summer term to advise the Senior Department on the new Year 7 classes by taking into account any positive behavioural outcomes that could be achieved by grouping particular children together.

11. ORGANISATION and FACILITIES

Any space used for behaviour management must be seen as a safe place for it to have a positive impact on helping to calm the child or allowing them sufficient peace to reflect sufficiently on their behaviour. Age-related spaces include:

- The infant library
- The junior library
- The playground
- The Deputy Head of Preparatory's or Assistant Head of EYFS / KSI's classroom
- The Head of Preparatory's office

12. INTER-RELATION WITH OTHER POLICIES

This policy operates in conjunction with the following policies:

- Senior Behaviour and Discipline
- Equality
- Anti-bullying

- Teaching for Learning
- Expulsion, Removal and Review
- Staff Code of Conduct
- Assessment
- Effective Feedback and Marking
- SEND
- Preparatory Admissions

13. PUPIL RESTRAINT

The policy in the MHSB Preparatory Department is based on the guidance provided in the DfE document '*Use of Reasonable Force; Advice for head teachers, staff and governing bodies*' (DfE 2013).

- All members of school staff have a legal power to use reasonable force but 'force' used must be proportionate to the consequences it is intended to prevent and the decision on whether to use it is down to the professional judgement of the staff member concerned and depends on the individual circumstances. This means the degree of force used should be the minimum needed to achieve the desired result. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly in order to minimise upset and anxiety amongst other children and staff.
- 'Force' should only ever be used as a last resort: staff in the MHSB Preparatory Department minimise the possibility of force ever being needed by creating a calm, orderly and supportive school climate that lessens the risk of any serious incidents.

Force is usually used either to **control** or to **restrain**:

- **Control** can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
- When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as to prevent a pupil from putting themselves, another pupil or a member of staff at risk of harm.
- Staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Force to control or restrain can be used in the following circumstances:

- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil.
- To restrain a pupil at risk of harming themselves or others through physical outbursts.

It is important to note that reasonable adjustments need to be made if a pupil is disabled or if she has a special educational need. Risk assessments will be drawn up according to individual need in order to ensure staff and pupil safety.

Furthermore, if such disruption takes place on the school site, staff should send immediately for the Head of Preparatory, or the Deputy Head of Preparatory in the Head's absence: Preparatory class rooms all have 'urgent support' cards that can be sent with a pupil to the Preparatory Reception for Senior Leader support. After the disruption, the Head of Preparatory will record the use of force in a specific section of the Preparatory serious behaviour incidents register, and inform the Head Mistress of the School. Such disruption will be reported to the pupil's parents as soon as practicable after the incident.

Staff must **never** use force as a punishment: this would fall within the definition of corporal punishment, which is illegal.

14. SEARCHING, SCREENING AND CONFISCATION

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: *Screening, searching and confiscation; Advice for Headteachers, Staff and Governing Bodies, 2012*. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

The Head Mistress and members of staff can use such force as is reasonable given the circumstances to conduct a search for the following **prohibited** items:

- 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 any offence, cause personal injury or damage to property

Force **cannot** be used to search for other items banned under the school rules.

- All searching and screening for prohibited items or other items banned under school rules should be carried out by two members of staff; one must be a member of the School Senior Leadership Team (Head of Preparatory for the Preparatory Department; Deputy Head Pastoral of Senior School in the absence of Head of Preparatory), and one of the two must be the same gender as the pupil being searched or screened.
- A pupil can be searched for any item if the pupil agrees. Written consent is not needed.
- If a pupil refuses for their possessions to be searched, appropriate sanctions should be applied. These sanctions may include external suspension or expulsion in certain situations.
- Members of the School SLT (Head of Preparatory for the Preparatory Department; Deputy Head Pastoral of Senior School in the absence of Head of Preparatory), have the statutory

power to search pupils or their possessions, without consent, when there are reasonable grounds for suspecting that the pupil may have a prohibited item (see above).

- A search, if necessary, should take place on school premises or where a member of staff has lawful control or charge of the pupil; for example, on school trips.
- Members of the School SLT can also search for any item banned by school rules which has been identified in the rules as an item which may be searched for.
- The Head Mistress or SLT are not required to inform parents or seek their consent before a search takes place.
- See Senior School Behaviour and Discipline Policy for details on the following with relation to searching, screening and confiscation: Article 8 of the European Convention of Human Rights; confiscation, retention or disposal of confiscation items; communicating with parents regarding types of items found or confiscated.

15. REVIEW and MONITORING

- As an agreed departmental policy, all teachers and support staff in the Preparatory Department are expected to apply it consistently within the aims of its rationale.
- Regular drop-in visits, lesson observations and learning walks will review behaviour management procedures in the classroom and Department.
- Outcomes will be shared more widely in staff meetings to enhance practice across the whole Department and to provide opportunities to discuss and create a shared understanding of current best practice or changes to regulations with regard to behaviour management and pastoral care moving forward.
- Class teachers will keep records of behavioural incidents and action taken, as detailed in this policy, and will alert the Head of the Preparatory Department to any overall patterns in their class or year group. Interview sheets and behavioural record forms will be available in the correct locations, as detailed in this policy, for scrutiny where required.
- The Head of the Preparatory Department will scrutinize all interview forms relating to behaviour incidents and advise accordingly.
- The Head of the Preparatory Department will keep a record of the most serious incidents which require internal suspension, external suspension or expulsion and will report on these to the Head Mistress.

Policy review

This policy will be reviewed as part of the Governors' policy review cycle and new colleagues will be made aware of its principles.

- Original policy reviewed and rewritten by Emma Nash: April 2016
- Shared with Preparatory Leadership Team and amended: April 2016
- Shared with Preparatory Staff and Support Staff and amended: April 2016
- Approved by Governors at Academic Development Committee: April 2016.

Appendix I Behaviour Incident Record: stored centrally on Mdrive/PreparatorySchool/AABehaviouralRecordForms

Also used for EYFS / Key Stage 1 Cloud (Assistant Head of EYFS/KSI) and Rain Cloud Records (Head of Preparatory Department).

Pupil Behaviour Incident Record
--

Name of pupil: Class: Date: Time: Adult(s) completing form:
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Incident Record

Details of incident or behaviour: <small>(EYFS and KSI only: date if for Cloud or Rain Cloud behaviour)</small>	<ul style="list-style-type: none"> Cloud date: Rain Cloud date:
Was there a reason for the incident?	
Name of other children involved (please specify if witness / provoker / other)	
Names of other adults involved	
Details after the incident: interviews with pupils and any action taken:	
Other information:	
Parent contacted and outcome:	
Any further action required:	
Signed:	

Appendix 2 Grey Card Record: stored centrally on
Mdrive/PreparatorySchool/AABehaviouralRecordForms

Grey Card Reflection Sheet

Name: _____ Date: _____

What happened?

Why have you got a grey card for what you did – why was it wrong?

How did you feel before?

How did you feel afterwards?

What can you do now to make it better?

What should you do next time?

Appendix 3 Yellow Card Record: stored centrally on
Mdrive/PreparatorySchool/AABehaviouralRecordForms

Yellow Card Record

Pupil	
Date	
Incident/s	
Discussion points	With Deputy Head of Preparatory Department Date:
Support and behaviour points moving forward agreed with pupil	
Follow up	

The details and outcome of this form must be shared with teaching staff and parents: a separate Parent Conversation Record should be completed.

Appendix 4 Red Card Serious Behaviour Incident Record: stored centrally on
Mdrive/PreparatorySchool/AABehaviouralRecordForms

Red Card Record

Pupil	
Date	
Incident/s	
Discussion points	With Head of Preparatory Department Date:
Support points moving forward agreed with pupil	
Follow up	

The details and outcome of this form must be shared with teaching staff and parents: a separate Parent Conversation Record should be completed.

Appendix 5 Parent Conversation Record: stored centrally on Mdrive/PreparatorySchool/AABehaviouralRecordForms

MANCHESTER HIGH SCHOOL FOR GIRLS Interview with parents/student
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Name of girl:		
Form:	Form Tutor:	Date of Interview:
<input type="checkbox"/>	Telephone discussion between: Interview: Persons present
At whose request?		
Reason for interview		
.....		

Summary of interview:

Decisions

Follow-up

Circulate

.....