MHSG Preparatory School Policy Behaviour, Discipline and Pastoral Care

This policy has been updated in line with the DfE documents: Restrictive interventions, including the use of reasonable force, in schools (April 2026) – Advice for headteachers and other schools staff (Feb 2024), and Searching, Screening and Confiscation (July 2023); this policy also takes account of duties under the Equality Act (2010), and the Children and Families Act (2014) and complies with ISI Regulatory Requirements, specifically Regulation 3.9 to provide a written policy which promotes good behaviour and sets out the sanctions to be adopted in the event of misbehaviour.

This policy is available on the School's website.

1. INTRODUCTION

- A consistent, values-led approach to behaviour management and pastoral care across the whole Preparatory School
- The Preparatory School seeks to create a positive ethos and welcoming, supportive atmosphere within which students and staff treat each other politely, thoughtfully and with respect. The learning environment is conducive to fulfilling the high expectations of the School, its students and their parents, so that every member of our school community feels valued and respected.
- The Preparatory School upholds high expectations of pupil social interaction, with pupils expected to be courteous, honest, hard-working, self-disciplined and respectful to both staff and other pupils. Good behaviour is promoted among students through encouraging an intrinsic love of learning and pride in achievement, as well as offering extrinsic rewards to acknowledge and reinforce positive conduct.
- The Preparatory School will ensure that effective teaching and learning take place in all curricular and extracurricular activities in order to sustain pupil concentration, motivation and social development and thus reduce the likelihood of inappropriate behaviour.
- In the event of inappropriate pupil behaviour, the School will apply sanctions in a firm, fair and consistent way. Pupils will be encouraged to reflect on their actions in order to promote regulation of behaviour in pupils alongside a well-developed sense of responsibility and accountability to their community.
- The Preparatory School develops and encourages 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.
- All procedures reflect the School's legal duties under the Equality Act 2010 and take into consideration the importance of safeguarding children and the requirements of those with special educational needs.

2. BEHAVIOUR, DISCIPLINE and PASTORAL CARE

Definition of outstanding behaviour

MHSG Preparatory School will aim to achieve the same standards of behaviour and behaviour management as prescribed in the Senior School 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 other's 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 School Anti-bullying policy).
- Overall attendance is high, and this applies to all groups of pupils. Punctuality is exemplary.

Staff in the Preparatory School work to create the positive ethos and standards summarised below 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 Learning Support Coordinator to ensure early intervention and support.
- Ensuring that classroom organisation 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 School 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 and Class Charter.
- 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, discrimination, 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 School 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 School.

3. BEHAVIOUR MANAGEMENT SYSTEMS and STRATEGIES

3.1 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

- **Staff** are provided with these documents in the Staff Handbook
- **Pupils** receive instruction on both the Golden Rules (Pupil Code of Conduct in practice) and Preparatory Classroom Expectations: details are indicated below.
- A page displaying the **Golden Rules** and hierarchy of sanctions is included in the girls' planners.
- 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, PSHE.
- **Parents** receive a Parent Handbook each September 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 her 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 and Class Charters are displayed in 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 time; 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 RECEPTION and KS1, 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 and follow instructions
- 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 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.

3.2 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, thereby instilling a culture of good behaviour. 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 School include the following:

- Maintaining a positive culture of encouragement when assessing / feeding back on strengths and good progress in curricular and enrichment / extra-curricular activities both in verbal comments and in written comments on pupils' work.
- Staff encouraging the public celebration of this positive culture for excellent work, effort, achievement or behaviour.
- A statement of behavioural and social strengths as part of the Class Teacher comment on full reports to parents.
- Award of house points with related certificates of different levels and Prize Giving ceremonies at the end of term (see below for Formal Rewards Framework).
- Weekly celebration assemblies for both RECEPTION / Key Stage 1 and Key Stage 2, 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. The Headmistress of the School awards Merits to Key Stage 2 pupils and the Head of Preparatory School awards Golden Girls to RECEPTION and Key Stage 1 pupils (see below).

- Display boards around the Preparatory School celebrate the pupil achievements as well as individual achievement in the weekly bulletin.
- The Head of Preparatory School recognises outstanding pupil achievements with a Special Commendation Book (see below for Formal Rewards Framework).
- Full attendance certificates at the end of year.
- Positions of responsibility for pupils within the Preparatory School community (see below).

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 approach to promoting and modelling good social behaviours for all pupils. Roles of responsibility include:

RECEPTION 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. Additionally, teachers elect Class Monitors and may also elect girls to attend various school council meetings, as required.

Key Stage 2:

- Class positions allocated by class teachers for example: Class Monitors and others, as decided by the Preparatory School Leadership Team. Consistency will be applied across Key Stage 2.
- For councils, pupils 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 Preparatory School. School. Feedback from group meetings may be shared across the pupil and staff body in order to action any points across the School community.
- Year 6 pupils are all allocated a position of responsibility to prepare them for transition to Year 7. These include House Captains, Sports Captains and other positions as deemed relevant by the Year 6 teachers and the PLT, keeping in minds the numbers of pupils in Year 6 in a given year and also the needs of the girls and the Preparatory School. 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 School Sister Scheme: Year 6 pupils are paired with a girl in Reception during the first term of the academic year to act as their "School 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.

The **Preparatory School Formal Rewards Framework** plays a motivational role in showing pupils that the Preparatory School 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, to reward pupil achievement and build self-esteem.

- **Head of Preparatory Special Commendation Book** (Reception to Year 6)

  The Special Commendation Book is signed by pupils in the Head of Preparatory School's office. This may be 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.

- **Merit System (Key Stage 2):** class teachers nominate two pupils per week to receive a merit badge 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, referencing the relevant school value demonstrated with each merit. These achievements are also celebrated in the Preparatory School weekly parent bulletin.

- **Golden Girls System (RECEPTION and Key Stage 1):** 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 and referencing the relevant school value demonstrated with each merit. In a weekly "Golden Girls" assembly, pupils receive praise, a Head of Preparatory's award sticker and add a butterfly displaying their name on display. These achievements are also celebrated in the Preparatory School weekly parent bulletin.

- **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 School to one of four houses: Gaskell, Roby, Darbishire 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.
- **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 Reception, pupils are awarded stickers 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.
  50 House Points
  75 House Points
  100 House Points
  125 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.
- **RECEPTION and Key Stage 1:** awarded by Head of Preparatory in weekly Golden Girls assembly.
  Pupils receive certificates for 25, 50, 75, 100 House Points.
  House Point Bear awarded each week to the House with the highest total of points that week.

3.3 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 and a class charter 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 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.
- Girls of concern mentioned in weekly briefing on Thursdays.

3.4 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 on CPOMS and shared weekly by all staff via the Girls of Concern agenda item on weekly briefings and monitored regularly by the Preparatory School Leadership Team.

Early intervention and support

Our approach to behaviour management and sanctions in the Preparatory School 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 School therefore is:

- To ensure that children understand when and why their behaviour has been unacceptable (reference to Pupil Code of Conduct, Golden Rules or Relationships education in PSHE 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 Coordinator 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 individualised planning can be adjusted accordingly.
- To provide an opportunity for teachers 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 the Preparatory School 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 School.

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

RECEPTION and Key Stage 1

Low Level Behaviour

General guidelines

- Records will be kept by class teachers on CPOMS
- Parents will be informed if the behaviour is persistent or concerning.
- 'Girls of Concern' are discussed at every weekly Briefing with strategies for behaviour management circulated.

Sanctions

- Verbal warning
- Moving position within classroom
- Discussion in break time with class teacher
- Partial loss of playtime, or standing by a member of staff on duty during a playtime*
- Partial loss of privileges
- Discussion with family

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

*staff to make professional judgement on amounts of time

More Serious or Persistent Low-Level Behaviour

(Persistent Low-Level Behaviour is behaviour that the pupil is not addressing using Low-Level sanctions)

General guidelines

- Incidents recorded and kept centrally on CPOMS.
- Parents will be notified the same day with a written record being made immediately afterwards on CPOMS.
- The Head of the Preparatory School and Assistant Head of EYFS and Key Stage 1 must be informed of any Grey or Yellow Card sanctions.
- Three grey cards in a term will equal one yellow card. (The third grey card incident will receive a yellow card).
- The second yellow card in a term becomes a red card and the pupil may have to serve an internal suspension.
- Grey and yellow cards, on which pupils reflect on the behaviour in question are discussed with the pupil once complete. These are then scanned into CPOMS and read by the Head of Prep who will identify any themes. The also produces a log of all incidents including bullying and racist incidents.
- Original grey, yellow and red card reflections are placed in the pupils' files.

Key Stage 2

Low Level Behaviour

General guidelines

- Records will be kept by class teachers.
- 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.
- 'Girls of Concern' are discussed at every weekly Briefing with strategies for behaviour management are circulated

Sanctions

- Verbal warning
- Moving position within classroom
- Discussion in break time with class teacher

- Partial loss of playtime, or standing by a member of staff on duty during a playtime*
- Partial loss of privileges
- Discussion with family

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

*staff to make professional judgement on amounts of time

More Serious or Persistent Low-level Behaviour

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

General guidelines

- Incidents recorded and kept centrally on CPOMS.
- Parents will be notified the same day with a written record being made immediately afterwards on CPOMS.
- The Head of the Preparatory School must be informed of any Grey or Yellow Card sanctions.
- Three grey cards in a term will equal one yellow card. (The third grey card incident will receive a yellow card).
- The second yellow card in a term becomes a red card and the pupil may have to serve an internal suspension.
- Grey and yellow cards, on which pupils reflect on the behaviour in question, are discussed with the pupil once complete. These are then scanned into CPOMS and read by the Head of Prep who will identify any themes. The Head of Prep also produces a log of all incidents including bullying and racist incidents.
- Original grey, yellow and red card reflections are placed in the girls' files.

Sanctions

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

- Grey (Interview completed by Class Teacher and pupil to complete card).
- Yellow (Interview completed by Deputy Head of Prep and recorded both centrally and on the individual pupil's file; shared with Head of Preparatory and Class Teacher).
- Red (Interview completed and recorded centrally and on the individual pupil's file by Head of Preparatory; shared with Deputy Head of Prep and 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 Assistant Head 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 the Red Card process, with additional loss of playtime(s) and / or removal of privileges as appropriate.
- An 'internal suspension' means that the pupil is 'suspended' from normal lessons but will remain in school, under the supervision of the Head of Prep. Once the pupil has reflected on their unacceptable behaviour, and recorded their thoughts on a Red Card, this is discussed with the Head of Prep who will assist the pupil in identifying the steps to take to correct and rectify the behaviour.
- In some instances, this may take the form of a Behaviour Contract, to be signed by the pupil, their parents and the Head of Prep. Pupils are helped to understand that persistent good behaviour is a form of redemption in itself.
- *Pupils may also be required to complete work set by their class teacher under supervision by the Head of Prep.*
- Referral to the Learning Support Coordinator 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 or others whose behaviour requires modification.

***Follow up from all sanctions will be added to CPOMS and actions from any concerns updated.**

Playground and Transition Time Sanctions for all Preparatory School pupils

- Duty staff during playtimes, lunchtimes and all transition times comprise Preparatory teaching staff, Preparatory Teaching Assistants and Preparatory lunchtime supervisors according to the duty rota published termly by the Head of the Preparatory School: behaviour during this time is monitored and addressed by duty staff using the guidelines below.
- 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 (this becomes a grey card incident), 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.
- 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.

- 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 Girls 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 Preparatory School Leadership Team for appropriate sanctions.

4. Bullying and Cyber Bullying

All incidents of possible bullying are treated seriously and sensitively. (See separate Preparatory School Anti-Bullying Policy for details). In the Preparatory School, 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 School. It is investigated immediately on the receipt of a report. In the MHSG Preparatory School 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 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.
- Online 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. When incidents of cyber or text bullying are brought to the School's attention, the following steps are followed:

    - Evidence is presented to the Assistant Head for KS2 (DDSL of the Preparatory School), Assistant Head of Reception and KS1 (DDSL of the Preparatory School) and Head of Preparatory School.
    - The parents of all pupils involved are informed.
    - Head of the Preparatory School / Assistant Head of RECEPTION and KS1 Assistant Head of KS2 speak to the victim(s) and perpetrator(s) individually or grouped, as appropriate. Key

messages reinforced.

- Class teacher further reinforces key messages with class / year group that week.
- Agreement with victim(s) that this has been an *unintentional** one-off situation effectively dealt with or
- Victim(s) and perpetrator(s) are moved to anti-bullying strategies, receiving direct work, where appropriate, from PLT, class teachers or Learning support teachers. This may also take the form of a behaviour card.
- Ongoing situation is closely monitored by class teachers.

**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 the Preparatory School or PLT Team 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 School.
- **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 the Preparatory School 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. RESTRICTIVE INTERVENTIONS

The policy in the MHSG Preparatory School is based on the guidance provided in the DfE document Restrictive interventions, including the use of reasonable force, in schools (April 2026)

Restrictive interventions are rarely required in the Preparatory School. However, on occasion, it may be necessary for a member of staff to use a restrictive intervention to help keep a child, other children or staff safe. Any such intervention will be used only when necessary, proportionate to the circumstances and for the shortest time required, with the safety and dignity of the child remaining paramount. Restrictive interventions are not used as a form of punishment or to secure compliance and will always be considered alongside appropriate prevention and de-escalation strategies.

A **restrictive intervention, as defined in the Government Guidance** is an action that restricts a child's movement or freedom in order to prevent harm or manage a situation where there is a risk to the safety of the child or others. This may include:

- Restrictive intervention is 'a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil'. Advice from the Government Guidance will be adhered to.

It is acknowledged that the term 'reasonable force' covers a broad range of actions used by staff, which involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time.

- 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 MHSG Preparatory School 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.

All members of school staff have a legal power to use reasonable force in certain circumstances, to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Furthermore, if such disruption takes place on the school site, staff should send immediately for the Head of the Preparatory School, or Assistant Heads of the Preparatory School in the Head's absence: Preparatory classrooms 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.

Recording and reporting duties

All significant incidents in which a member of staff uses force on a pupil will be recorded. Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day. This should be made to the Head of the Preparatory School (DSL) who will keep the record.

The School record of the incident will include:

- names of pupil and staff directly involved

- any relevant needs or circumstances of the pupil, including whether the pupil has identified SEND
- time, date, location and approximate duration of the intervention
- in the case of reasonable force being used, a brief account of the incident, any known identified or potential triggers if known, any preventative or de-escalation strategies used, and the type and degree of reasonable force applied
- why the intervention was deemed necessary
- details of any physical injuries sustained
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

A report will be made to the parents, in writing, and should include:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

In addition to sharing this in writing, parents will be invited into School for a follow-up meeting.

The duty to report does not apply if doing so would likely result in serious harm to the pupil; in this case it should be made to any parent who it can be without resulting in harm or, if there are none, to the local authority where the pupil resides.

7. **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 Schools (July 2022, updated July 2023),* https://www.gov.uk/government/publications/searching-screening-and-confiscation

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 School; Deputy Head of the Preparatory School or 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 the Preparatory for the Preparatory School; 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. However, parents will always be informed of any search for a prohibited item, and the outcome of the search, as soon as is practicable.
- 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.

8. 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 School.

Class Teachers:

- Ensure that they contribute to the positive ethos of the Preparatory School 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 School's 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 School; 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 the Head of the Preparatory School 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 and monitor planners/ reading records regularly to ensure positive home-school partnership and communication.
- Respond promptly to any parental messages received via the planners/ reading records or email.

Assistant Head of RECEPTION and Key Stage 1:

- Takes responsibility for the pastoral welfare of girls in Reception and Key Stage 1 classes, with support from the Deputy Head of Preparatory.
- Is available to parents when pastoral concerns are raised, with support from the Head of the

Preparatory School.

- Monitors standards of behaviour and achievement in Key Stage 1 and raises any concerns with the Deputy Head of the Preparatory School.
- Assists the Head of the Preparatory School in applying the system of rewards and sanctions for Reception and KS1 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 1 and Reception pupils.
- Carries out any safeguarding and child protection duties commensurate with the role of Deputy DSL for the Preparatory School; operates as a Preparatory DSL team with the Head of Preparatory School to ensure the safeguarding of all children in the Preparatory School, with a specific emphasis on care of pupils in the RECEPTION.

Assistant Head of KS2 of the Preparatory School

- Takes responsibility for the pastoral welfare of girls in the Key Stage 2 classes, with support from the Head of the Preparatory School.
- 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 the Preparatory School.
- Monitors the general standards of conduct and appearance of all pupils in the Preparatory School.

- Oversees the programme of extra-curricular activities across the Preparatory School each term, to encourage as full a development of pupils' talents as possible; ensure parents are informed about the programme of activities to aid home-School communication and the planning of child care needs by families.
- Assists the Head of the Preparatory School 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.
- Oversees 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 School.
- Leads the School Council Team to ensure pupil voice is heard throughout the School.
- 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.
- Maintains a log of grey cards issued in addition to more serious behaviour incidents with which to identify themes.

Head of the Preparatory School:

- Takes responsibility for the day to day running and overall strategic direction of the Preparatory School.
- Takes responsibility for the well-being and development of all girls in the Preparatory School.
- Takes a lead role in developing and applying the system of rewards and sanctions.
- Ensures a rich and varied programme of extra-curricular and enrichment activities is available for all year groups, to encourage as full a development of pupils' talents as possible.
- Timetables the staff duty rotas at the start of each new term, ensuring staffing ratios are organised to support the security and safety of all pupils at all times.
- Takes responsibility for developing and monitoring systems that ensure the pastoral welfare of all pupils in the Preparatory School.
- Is available to parents when pastoral concerns are raised.
- Takes a lead in the development and implementation of the Preparatory School 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 School.
- Assists in applying the system of rewards and sanctions as detailed above.
- Develops and leads the transition strategy for all classes within the School 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.

9. INVESTIGATING SERIOUS 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 on CPOMS and attach documentation, where appropriate. 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 School 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 logged by the Head of Preparatory School 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.

10. TRAINING and SUPPORT for STAFF

- Part of the process of 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 School 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.

11. SUPPORT for PUPILS and PARENTS

(i) At MHSG Preparatory School, 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 Coordinator 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 School, 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 the Preparatory School 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.

12. MOBILE PHONES

In the Preparatory School, we maintain a mobile phone free environment by prohibiting the use of mobile phones and other similar smart technologies throughout the day. We have a clear mobile phone collection system for any girl arriving or departing school on the bus. This means that girls do not have access to mobile phones during the school day.

13. MANAGING PUPIL TRANSITION

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

Entering Reception

See MHSG Preparatory School RECEPTION Policy for further details.

Strong links have been established with pre-school providers: RECEPTION 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 the MHSG Preparatory School mid-year, the class teachers ensure that the MHSG Preparatory School's approach and expectations of behaviour are shared with the new pupils and parents.

Moving from the RECEPTION to Key Stage 1 (Reception to Year 1)

See MHSG Preparatory RECEPTION Policy for further details.

A number of steps are put in place to ensure that there is a seamless transition from Reception into Year 1:

- In the summer term, Year 1 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, RECEPTION profile and discuss Characteristics of Learning.
- Year 1 teachers will send home letters and information for parents about KS1 – parents will meet the new Year 1 staff team in June and September
- 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 to match KS1 dismissal.

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

As part of the transition work undertaken in the summer term, all relevant pastoral and behavioural information is shared with 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 in June and September, where information and curriculum details about the new year group will be shared with parents; parents will receive a copy of the new Preparatory School 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 School.

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 School on the new Year 7 classes by taking into account any positive behavioural outcomes that could be achieved by grouping particular children together.

14. 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 Assistant Heads' classrooms
- The Head of the Preparatory School's office
- The Assistant Heads' Office
- Learning Support rooms

15. REVIEW and MONITORING

- As an agreed School policy, all teachers and support staff in the Preparatory School 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 School.
- Outcomes will be shared more widely in staff meetings to enhance practice across the whole School 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 Deputy Head of the Preparatory School to any overall patterns in their class or year group.
- The Head of the Preparatory School will scrutinise all interview forms relating to behaviour incidents and advise accordingly, keeping a log of behaviour incidents and resulting in grey, yellow or red cards.
- The Head of the Preparatory School 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.

16. 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, Tracking and Feedback
- SEND
- Preparatory Admissions
- E-safety/ICT Acceptable Use
- EYFS policy
- Policy for Child Protection and Safeguarding

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.

- Updated by the Head of the Preparatory School September 2025
- Approved by Governors Academic Development Committee October 2025
- Updated by the Head of the Preparatory School August 2026

Appendix 1: Grey card reflection: To be uploaded to CPOMS, once completed and the paper copy stored in the pupil's file.

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 this affect yours or someone else's rights?

How did you feel before?

How did you feel afterwards?

What can you do now to make it better?

What can you do in future to protect your rights and the rights of others?

We have the right to be safe:

Do be gentle

Do not hurt anybody

We have the right to a quality education:

Do work hard

Do not waste other people's time

Do look after property

Show respect for your own possessions and those of others.

Take care of the classroom equipment and environment.

Do not intentionally damage or break your/school's/other's belongings

Do listen and follow instructions

Listen to and follow the adults in school's (duty bearers) instructions.

Lisen to the views of others without interrupting them

Do not interrupt, shout out or be rude.

We have the right to be treated fairly:

Do be kind and helpful

Be polite, considerate and co-operative at all times.

Do not hurt people's feelings

Do be honest

Do not cover up the truth

We have the right to know our rights and respect the rights of one another.

Appendix 2: Yellow card reflection: To be uploaded to CPOMS, once completed and the paper copy stored in the pupil's file.

Yellow Card Reflection Sheet

Name: _____ Date: _____

What happened?

Why have you got a yellow card for what you did – why was it wrong? How did this affect yours or someone else's rights?

How did you feel before?

How did you feel afterwards?

What can you do now to make it better?

What can you do in future to protect your rights and the rights of others?

Signed: Date:

We have the right to be safe:

Do be gentle

Do not hurt anybody

We have the right to a quality education:

Do work hard

Do not waste other people's time

Do look after property

Show respect for your own possessions and those of others.

Take care of the classroom equipment and environment.

Do not intentionally damage or break your/school's/other's belongings

Do listen and follow instructions

Listen to and follow the adults in school's (duty bearers) instructions.

Lisen to the views of others without interrupting them

Do not interrupt, shout out or be rude.

We have the right to be treated fairly:

Do be kind and helpful

Be polite, considerate and co-operative at all times.

Do not hurt people's feelings

Do be honest

Do not cover up the truth

We have the right to know our rights and respect the rights of one another.

Appendix 3: Red card reflection: To be uploaded to CPOMS, once completed and the paper copy stored in the pupil's file.

Red Card Reflection Sheet

Name: _____ Date: _____

What happened?

Why have you got a red card for what you did – why was it wrong? How did this affect yours or someone else's rights?

How did you feel before?

How did you feel afterwards?

What can you do now to make it better?

What can you do in future to protect your rights and the rights of others?

Signed:	Date:

We have the right to be safe:

Do be gentle

Do not hurt anybody

We have the right to a quality education:

Do work hard

Do not waste other people's time

Do look after property

Show respect for your own possessions and those of others.

Take care of the classroom equipment and environment.

Do not intentionally damage or break your/school's/other's belongings

Do listen and follow instructions

Listen to and follow the adults in school's (duty bearers) instructions.

Lisen to the views of others without interrupting them

Do not interrupt, shout out or be rude.

We have the right to be treated fairly:

Do be kind and helpful

Be polite, considerate and co-operative at all times.

Do not hurt people's feelings

Do be honest

Do not cover up the truth

We have the right to know our rights and respect the rights of one another.