



Sydenham High School

G D S T
GIRLS' DAY SCHOOL TRUST

Behaviour and Discipline Policy Prep School: EYFS, KS1 and KS2

This behaviour and discipline policy has been developed in conjunction with staff, parents and pupils. As such, this behaviour policy has been drawn up to ensure that good behaviour is promoted amongst all pupils and sets out the sanctions to be adopted in the event of pupils' misbehaviour. A record is kept of the sanctions imposed upon pupils for serious misbehaviour.

1. Our Aims

It is a primary aim of Sydenham High Prep School that every member of the school community feels valued and respected, and that each person is treated fairly and well.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

2. The Golden Rules and the Sydenham Spirit

All years from Reception – Year 6 follow a system of Golden Rules:

We respect each other

We are gentle

We are kind and helpful

We listen to others

We work hard and work together

We look after property

We are honest

The Prep School actively promotes and encourages good behaviour by promoting a collective, respectful whole school community ethos, which is referred to as the 'Sydenham Spirit'. By following

the rules above, pupils will be displaying the Sydenham Spirit. Our Golden Rules and the Sydenham Spirit are supported by our Flourish and Fly Prep school ethos: being bold, putting girls first, being principled and building strong networks. We want every pupil to have the chance to flourish during their time with us and to fly; reaching their full potential.

These reflect and build on the GDST values; we are fearless, we are a family of schools, we always put girls first and we are forward-thinking.

Spread the Sydenham Spirit and be a Giraffe Girl

We are kind and helpful
and always consider others.



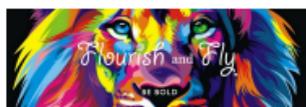
We look after property
and don't damage things.

We work together
and make sure it's fair.



We listen to others
and share our ideas.

We work hard
and don't waste time.



We respect each other
and celebrate our differences.



We are gentle
and do not hurt others.



We are honest
and never cover up the truth.

Flourish and Fly

3. Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

We praise and reward pupil for following the Golden Rules in class in a variety of ways:

- Teachers congratulate pupil verbally
- Use of house points across all classes from Y1 - Y6
- Each specialist teacher to use house points for each class from Y1 - Y6
- House points awarded for all aspects of the Sydenham Spirit: good behaviour, kindness, respect, working hard etc
- Notes can be sent home informing parents of any particular success at the end of each week or on a particularly good day
- A record of house points scored can be displayed in the Prep Hall each week to celebrate pupil successes

4. Commendations

Pupils can be sent to Head of Prep School at the discretion of the teachers to share stand out achievement or exemplification of the Sydenham Spirit.

The Head of Prep School awards a Headteacher's award badge for outstanding achievement and/or attainment and wherever possible, arranges a time in advance for any pupil receiving the award to visit the Head of Prep School to celebrate the achievement and look at their work together. This is celebrated during whole school assemblies throughout the academic year. Head of Prep School assemblies often include celebrations of golden moments that have happened that week. Merit certificates are awarded by teachers to pupils who have followed the golden rules, demonstrated the Sydenham spirit whether this be for the efforts academically or for demonstrating particular kindness or consideration of others.

5. Golden Time

At the end of each week in Prep School, Golden Time is given as an opportunity for class 'family time' and celebrating the week, reinforcing the Golden Rules and reflecting on the Sydenham Spirit in behaviour and actions that week.

6. House Points

Every pupil in Prep School belongs to one of four houses:

Shirreff, Stanley, Gurney or Grey.

All House Points earned are counted towards the weekly and end of term House Shield competition and the annual House Cup.

Pupils can also earn points for their House on Sports Day for which the House Sports Shield is awarded and for termly Inter House events such as cross-country and Hockey.

House Point totals are declared in assembly and a running total is shown on the House board in the Prep School Hall. The shield is awarded to the winning house and collected by the Year 6 House Captains.

7. Sanctions

The school employs a number of sanctions to underpin the school rules, and to ensure a safe and positive learning environment. Any sanctions will be decided upon taking into consideration the context for the individual pupil concerned, particularly with respect to any specific learning difficulties they may experience. Staff consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and whether any multi-agency assessment would be appropriate. In considering whether a sanction is appropriate, regard is had to any disability or SEN of the pupil. In relation to disabilities, staff are aware of their duty to make reasonable adjustments. An understanding of the pupil behind the behaviour is key to our behaviour strategy for all pupils and will always be part of the consideration when deciding how best to respond. There should not be any unacceptable, or excessive punishments.

Where pupils do not follow our Golden Rules, the following actions will follow:

EYFS and KS1

Usually, for young pupils, behaviour issues can be improved through discussions and through Circle Time sessions. Wherever possible, at every stage pupils will be supported and given opportunities and encouragement to improve their behaviour through a system of support, encouragement and praise for positive behaviour. Visual charts in class encourage pupils to aim for high standards of behaviour.

Stage 1. Conversation & Apology

Initially, the member of staff supervising will talk with the pupil to be clear that their behaviour has not met expectations. The pupil will be encouraged to consider for herself why that might be and what a more appropriate action would have been.

For minor misdemeanours e.g. not listening, making inappropriate comments to another pupil, some of the following procedures may apply:

- Verbal communication e.g. 'How do you think your actions made another pupil feel?', 'Which Golden Rule do you think you may have broken?', 'How does that make you feel and how might it make the other pupil feel?'
- Reminders of appropriate behaviour choices e.g. 'Please remember to ...'
- Separate pupils
- Request that the pupil apologises/writes an apology letter or draws a picture
- Discuss issues through Circle Time sessions in class

Where behaviour has negatively affected another pupil, the pupil concerned will usually be encouraged to apologise and to think of a way to rectify the situation e.g. where a pupil has used unkind words or behaviour towards another pupil in the playground or classroom, they should apologise. If this has happened on more than one occasion, the pupil might be asked to write an apology letter or to offer to involve the other pupil in their game.

Stage 2- Time Out and Teacher to Inform Parent/Carer

Where a pupil has repeatedly not adhered to our Golden Rules, they may be asked to have a 'Time Out' in order to think about their behaviour and where appropriate, to calm down. A 'Time Out' session should never last longer than 10 minutes and should be in accordance with the age of the pupil (usually 2-5 minutes) and the severity of the behaviour issue.

The class teacher should always be informed of any behavioural issues and should offer support to the pupil to help with their behaviour choices.

The teacher may contact the pupil's parent/s or carer to discuss their behaviour and to discuss expectations and how to support the pupil going forwards in making appropriate behaviour choices..

Stage 3- Prep Leadership Team (PLT) Year Lead to Speak with Pupil Concerned and to Inform Parents

In the rare case that this process is ineffective and misbehaviour continues, the PLT Lead for that Year may be informed and they or the class teacher may contact the pupil's parents to discuss the behaviour concern/s. This might also be as a result of a particularly serious behaviour matter such as where a pupil has deliberately hurt another pupil or has behaved in a way towards another pupil (or a member of staff) deemed to be wholly unacceptable. It may result in the pupil losing part of or all of their playtime and to write an apology letter to the affected pupil. This may happen on more than one occasion however where the pupil is still not adhering to the Golden Rules, the situation may be moved to Stage 4. Support from the School Counsellor may also be sought.

Stage 4- Deputy Head of Prep School to Speak with the Pupil and to Inform Parents

Very serious misconduct will be managed by the Deputy Head of Prep School. Initially, the Deputy Head of Prep School will speak with the pupil about their behaviour and will stress that this behaviour is not acceptable. The pupil may be asked to spend time with the Deputy Head of Prep discussing and thinking about their behaviour. They may miss a playtime or a lunch break.

Stage 5- Head of Prep School to Speak with the Pupil and Parents

In this very rare situation, extremely serious misconduct will be managed by the Head of Prep School. It may result in temporary suspension or permanent expulsion and the procedures for dealing with such incidents are explained in the Expulsion, Removal and Review Policy.

KS2 (Years 3-6)

Wherever possible, at every stage pupils will be supported and given opportunities and encouragement to improve their behaviour through a system of support, encouragement and praise for positive behaviour. Usually, behaviour issues can be improved through discussions and through Circle Time sessions.

Stage 1. Verbal Warning & Apology

Initially, the member of staff supervising will talk with the pupil to be clear that their behaviour has not met expectations. The pupil will be encouraged to consider for herself why that might be and what a more appropriate action would have been.

For minor misdemeanours e.g. not listening, making inappropriate comments to another pupil, some of the following procedures may apply:

- Verbal communication e.g. 'How do you think your actions made another pupil feel?' and 'On reflection, how did your actions make you feel?'
- Reminders of appropriate behaviour choices e.g. 'Please remember to ...'
- Separate pupils
- Request that the pupil apologises/writes an apology letter
- Discuss issues through PSHE sessions in class

Where behaviour has negatively affected another pupil, the pupil concerned will usually be encouraged to apologise and to think of a way to rectify the situation e.g. where a pupil has used unkind words or behaviour towards another pupil in the playground or classroom, they should apologise. If this has happened on more than one occasion, the pupil might be asked to write an apology letter or to offer to involve the other pupil in their game.

Stage 2- Teacher to Inform Parent/Carer and Missing a Playtime

Where a pupil has repeatedly not adhered to our Golden Rules, they may be asked to miss a playtime in order to think about their behaviour and where appropriate, to calm down.

The class teacher should always be informed of any behavioural issues and should offer support to the pupil to help with their behaviour choices.

The teacher will contact the pupil's parent/s or carer to discuss their behaviour and to discuss expectations and how to support the pupil going forwards in making appropriate behaviour choices..

Stage 3- Prep Leadership Team (PLT) Year Lead to Speak with Pupil Concerned and to Inform Parents

Where misbehaviour continues, the PLT Lead for that Year may be informed and may contact the pupil's parents to discuss the behaviour concern/s. This might be where a pupil has deliberately hurt another pupil. An appropriate sanction may be discussed with the pupil's parent/s.

It may result in the pupil receiving a lunchtime detention and writing an apology letter to the affected pupil. Should this happen on three occasions, and/or where this is also ineffective and the pupil is still not adhering to the Golden Rules, the situation may be moved to Stage 4. Support from the school counsellor may be sought.

Equally, where a pupil deliberately hurts another pupil, stages 1 and 2 are still appropriate however stage 3 may also be appropriate at the same time in accordance with the severity of the situation.

Stage 4- Deputy Head of Prep School to Speak with the Pupil and to Inform Parent/s

Very serious misconduct will be managed by the Deputy Head of Prep School and may result in an after school detention. Initially, the Deputy Head of Prep School will speak with the pupil about their behaviour and will stress that this behaviour is not acceptable. Support from the school counsellor may be sought.

Stage 5- Head of Prep School to Speak with the Pupil and their Parent/s

In this very rare situation, extremely serious misconduct will be managed by the Head of Prep School and may result in temporary suspension or permanent expulsion. The procedures for dealing with such incidents are explained in the Expulsion, Removal and Review Policy.

Records of sanctions should be logged on the Behaviour Sanctions Log when an incident reaches

STAGE 3 (PLT Lead Teacher for that Year informed).

Individual pupil behaviour logs may be required for some pupils who experience ongoing behaviour issues however this will be agreed with a member of PLT on a case by case basis.

In cases where behaviour is particularly violent, threatening or abusive, reprimand may be enforced by the Headmistress or a member of the SLT, and in extreme and rare cases, suspension and exclusion may be applied in line with our Whole School Exclusions Policy.

8. Corporal Punishment

Sydenham High Prep School rejects the use of corporal punishment. No form of corporal punishment is ever acceptable. The use of corporal punishment or the threat of corporal punishment is forbidden.

9. Physical Intervention - Including EYFS

Where physical intervention is essential and unavoidable (for example, to avert immediate danger of personal injury); the procedure for recording any such occasions is on the Physical Intervention Register Log. Parents must be informed on the same day or as soon as is practicably possible of any incidents that may take place.

10. The Role of Parents

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

We explain the school rules on our website and in the parent handbook, and we expect parents to read these and support them.

We expect parents to support their daughters' learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour.

If the school has to use reasonable sanctions to punish a pupil, parents should support the actions of the school. If parents have any concerns about the way that their pupil has been treated, they should initially contact the form teacher. If the concern remains, they should contact the Deputy Head of Prep School. Following this, if the matter is still unresolved, they should contact the Head of Prep School. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

11. Measures to Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying

This policy should be read in conjunction with our Anti-bullying policy, specifically section 3, 'Preventing Bullying'. Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff support all pupils if they are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. In the event of bullying of any nature, our

Anti-bullying policy is adhered alongside this behaviour policy.

Cyber-bullying and online safety

[ChildNet International](https://www.childnet.com/resources/cyberbullying-guidance-for-schools/): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools. <https://www.childnet.com/resources/cyberbullying-guidance-for-schools/>

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Internet Safety \(UKCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online.

[Preventing and tackling bullying - GOV.UK](#)