

Behaviour Policy Whole School and EYFS

Regulation ISSR: Part 3

Reviewed and updated by: Miss E Scott and Ms. L McConville

Approval: Full Governor Board

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The School's aim is the maintenance of a positive school atmosphere which is based upon a sense of community and shared values, in which effective teaching and learning can take place. We seek a whole school approach to the promotion of good behaviour which is underpinned by self-discipline, mutual respect, tolerance and social responsibility.

Our policy should be communicated clearly, understood by everyone involved and implemented consistently by all staff. It should also harness student co-operation in discouraging anti-social behaviour and engage the help and support of the parents. Society expects good behaviour as an important aspect of the educational process. This policy coheres with the Equality Act 2010. The policy and practice that we follow will be 'trauma-informed' and take into account the experiences of the child and respond accordingly. Likewise, we also acknowledge the adjustments that need to be considered with those pupils who are neurodiverse. Each individual is supported at AESG, ensuring that the standards and policy is practised in day to day life.

Our School Behaviour Policy seeks to:

- Positively encourage good behaviour and all academic, pastoral and religious structures within school are used to promote it.
- Contribute to the maintenance of an orderly and purposeful atmosphere, which offers all our students a sense of security and well-being.
- Maintain an environment which is conducive to teaching and learning.
- Meet the needs of individual pupils, offering equal opportunity to develop their full potential promoting self-esteem, self-discipline, and positive relationships.
- Seek parental involvement in the expectation that home and school will work together for the student's benefit.
- Emphasise student responsibility in relation to school and community.
- Maintain an equitable balance of rewards and sanctions.
- Promote the Be More Learner Profile attributes of being: Resilient, Responsible, Reflective, Resourceful, Curious, Collaborative, Creative and Communicative.

This policy should be read in conjunction with the following DfE guidance and our school policies including:

- Behaviour and Discipline in Schools
- The Prevent Duty 2015, updated March 2024 (DfE)
- Keeping Children Safe in Education (KCSiE) – Statutory Guidance (September 2023 and 2024 updates)
- Equality Act (2010)
- Child Protection and Safeguarding Policy
- Exclusions Policy
- Anti-Bullying Policy
- Staff Code of Conduct

- Complaints Policy
- Positive Handling Policy
- Working Together to Safeguard Children (2024)

Prep School and EYFS

School ethos:

- To provide a caring, friendly yet disciplined atmosphere within a safe and stimulating environment where pupils are encouraged to achieve
- To create an environment where self-discipline and good behaviour is the norm
- To endeavour to promote good behaviour through a culture of intrinsic reward and praise
- To ensure, when necessary, sanctions are applied fairly and consistently.

School moral code:

- Our school aims to instil a sense of personal values within the framework of a Christian community
- There is zero tolerance of bullying or other anti-social behaviour,
- We recognise that any problems may have underlying causes, which the school will do its best to counter

Code of Conduct and Rationale

Our code of conduct and rules pertaining to behaviour can best be summarised through three words relevant for all pupils from Pre-Prep to Year 6.

- **Kindness** - the quality of being friendly, generous and considerate
- **Respect** – to consider the feelings, wishes, or rights of others
- **Responsibility** - we have a duty to do something, care for someone or control ourselves

Rather than a long list of school rules and regulations that students find difficult to remember, each student is made aware of the expectations of behaviour and conduct and must ask themselves three questions: **Am I being kind? Am I being respectful? Am I being responsible?**

This demands that each pupil understands how to make the right decision in whatever circumstances they find themselves.

The understanding of these three words, their meaning and how they apply practically to everyday circumstances and beyond are discussed through:

- Assemblies
- House Meetings
- Form Time
- PSHE and RSE lessons
- Staff Meetings
- Parent Workshops
- School and Friendship Councils

Classroom Rules – Classroom Agreement

At the start of the academic year, every pupil is invited to take part in creating a set of rules for the class, which they are expected to follow at all times (wherever they are in the school or on a

trip/residential visit). These Classroom Agreements are written in the positive and use the three words: kindness, respect and responsibility and the AESG Be More Profile, as their foundation.

Be More attributes: #BeMore: Resilient Responsible Reflective Resourceful
Curious Collaborative Creative Communicative

The 3 Prep School rules is displayed prominently in each year group classroom, as well as on the Prep Corridor, and is regularly referred to by both teaching staff and pupils. Pupils are encouraged to develop self-discipline in both their work and behaviour.

Responsibilities

All Staff

The staff have the day-to-day responsibility for maintaining discipline including rules and provision by:

- Promoting self-discipline and proper regard for authority
- Encouraging good behaviour and respect for others
- Ensuring that standards of behaviour are acceptable

Head of Prep

The Head of Prep has overall responsibility for maintaining discipline including rules and provision by:

- Regulating the conduct of pupils
- Ensuring that measures are in place to prevent and tackle discriminatory and derogatory language preventing all forms of bullying among pupils
- Ensuring no one is discriminated against due to the protected characteristics

All staff are expected to:

- model kindness, respect and responsibility
- encourage good behaviour
- demonstrate respect for others
- apply all rewards and sanctions fairly and consistently.

Equal opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

Standards of behaviour

The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote self-discipline amongst pupils and to deal immediately and appropriately with any unacceptable behaviour.

EYFS (Nursery and Pre-School)

In Pre-School and Nursery, a positive approach to behaviour management is consistently modelled by staff members, with clear expectations of behaviour. Expectations are explained and reinforced as part of daily practice as a way of behaving.

Knowing the children well, enables staff to deal with behaviour that falls outside of the expected norm. Distraction, leading the child away and guiding them to what they should be doing or gently

removing a child away from a situation and giving them some space, are strategies that are used successfully to promote positive behaviours in a supportive environment.

EYFS (Reception)

In the Early Years Foundation Stage (EYFS), we recognise that young children display age-appropriate behaviours, which are used as valuable teaching opportunities. Understanding that behaviour at this stage is closely related to emotional regulation, each EYFS class incorporates a visual 'feelings' display, featuring 4 categories: happy, sad, worried, and angry. Pupils are encouraged to identify their predominant feeling each day. Those expressing negative emotions are closely monitored to ensure that these feelings do not manifest in undesirable behaviours. When pupils do not adhere to school rules, staff utilise the feelings vocabulary to guide behaviour, for example: "When you are angry, you could try ___ instead of ___" or "Your behaviour has made ___ feel ___." Staff consistently reinforce the language of positive learning behaviours, such as 'good listening,' 'kind hands,' and 'good sitting,' and provide direct, specific praise when these behaviours are observed. Any challenges in following the rules are addressed immediately by a member of staff, who will explain the inappropriate behaviour in a manner suited to the child's level of understanding. The child will be supported in discussing or drawing how they might respond differently in future situations. All staff follow a consistent approach, using uniform vocabulary, phrases, and a positive tone of voice. In cases where behaviour concerns arise, parents will be informed through verbal communication, phone calls, or during scheduled meetings or parents' evenings.

Prep and Pre-Prep

Classroom agreements are put in place at the start of each academic year.

Pupils in Years 3 to 6 have this rationale included in their planning diaries.

Rewards

The School believes in the use of positive reinforcement for good behaviour.

Alongside the normal encouragement given by staff, both through verbal and written feedback on pupils' work, there are many other means of positive reinforcement employed within the school:

- House Points are awarded for good behaviour and attitude around school etc. Pupils record their House points on the class House Point chart, the totals of which are collected weekly. The house with the most House Points each week is awarded the Prep House Point Trophy.
- In the Prep School for academic work children record merits on their Merit Record which is located in their planning diaries, these are also displayed on a class chart. When they have completed 100 squares in their diary, the child receives a Bronze Certificate of Effort in assembly, if they receive 200 merits, they receive a silver certificate and for 300 merits, a gold certificate is awarded.
- The Friday Assembly acknowledges the girls' achievements both in and outside school.
- The Head of Prep presents Special Awards to any girl who has produced outstanding work in any area of the curriculum.
- At the end of the academic year, class prizes are awarded for Academic, Enrichment, Spiritual/Community and Girls (AESG) at the Speech Day for Prep School.

Sanctions

Sanctions are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff must seek to ensure that

punishments are proportionate to the offence and should enable pupils to make reparation where possible. The sanction applied should be as constructive as possible.

The procedure below will be followed:

- Verbal reprimand from teaching staff.
- If behaviour persists, staff can choose a sanction as a consequence to the misbehaviour, which is appropriate or proportionate. (This can be discussed with the Head of Prep) This might include completing missed homework at breaktime or reflecting on behaviour during breaktime. All sanctions must be recorded on CPOMS.
- For more serious misdemeanours, pupil/s will be sent to the Head of Prep to discuss the misdemeanour and the sanction. This will be recorded on CPOMS.
- If the Head of Prep deems necessary, parents will be contacted and further sanctions may be required. This will be recorded on CPOMS.

Playground Sanctions

Any pupil behaving inappropriately in the playground will receive an initial warning, by the staff on duty. If the behaviour is considered extreme or if the pupil fails to respond to the warning, the member of staff on duty will report it to the pupil's class teacher and record it on CPOMS. Sanctions may be imposed if deemed appropriate. For more serious offences, sanctions will be imposed as above and pupils sent to the Head of Prep.

Any behaviours that are reoccurring, are significant or seem out of character for pupils and which may have underlying causes are given priority at the beginning of each weekly staff meeting.

Corporal Punishment and Restraint

In accordance with the law, we reject the use of corporal punishment. We do recognise that there will be situations which require the use of reasonable force, such as when there is a risk to pupils, staff or property, or if good order is being seriously prejudiced. In these situations, the School's Positive Handling policy will be followed.

Senior School

The Curriculum

An appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning to meet the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, all help to create a positive learning environment in which good behaviour thrives.

It follows that lessons should have clear objectives, understood by pupils, and differentiated to meet the needs of pupils of different abilities. Marking, record keeping and feedback can be used as a signal to pupils that their efforts are valued and that their progress matters.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable pupils to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. In addition, pupils receive mentoring associated with their curriculum studies to help them set personal development goals and aim high. This is delivered via their Form Tutor as well as the Head of Year, dependent upon their individual need.

Students are expected to abide by the School Rules and Code of Conduct.

School Rules

Students are expected to abide by the School Rules and the Code of Conduct and these can be found in the Staff Handbook and displayed around school. School Rules are clearly stated in the welcome to Year 7 booklet given to all pupils as they enter the Senior School. The School Rules can be found in the appendices at the end of this policy. They are shared with pupils at the start of the academic year and displayed on My School Portal.

The School Rules apply at all times when the pupil is:

- At school, representing the School or wearing school uniform.
- Travelling to and from school.
- Associated with the school at any time

We also ask the girls to consider their behaviour on social media platforms and ask that they follow our expectations in these circumstances too.

Communication and Parental Partnership

The school gives high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving concern, it is important that those working with the pupil in school are aware of these concerns, and of the steps which are being taken in response. A positive partnership with parents is crucial in building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with parents.

Rewards

Pupils personal achievements in terms of being aware of and sensitive to the needs of others, being helpful in and out of school, of showing initiative and of acting as positive ambassadors for the school are recognised within Form Tutor session, Year group assemblies and in whole school assemblies either weekly or at the end of term. See appendix (3) "Guidelines for Rewards and Sanctions"

The emphasis throughout the School Behaviour Policy is a recognition and encouragement of student participation, co-operation and achievement of all kinds. There is an acknowledgement that rewards can be more effective than punishment in motivating girls.

Students need to know that we have high expectations of them and staff should actively promote and reward good behaviour.

Rewards may include:

- Individual or public teacher praise
- Display of students' work
- Postcards or letters of commendation or notification of an achievement to parents
- Certificates or trophies in recognition of pupils' achievement in academic, sporting or cultural fields and recording of successes via the school's newsletter, website and social media platforms
- Merit Awards for accumulation of Merit Marks and associated prizes
- Referral to HOY / Referral to Head/ Headmistress' Prize

- Formal presentation at Prize Giving events
- Celebration of excellent attendance
- Gift Vouchers, Merit Cup and other trophies associated with achievement
- Recognition and congratulation in Assembly

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is a powerful punishment.

If sanctions are to be effective they need to be applied consistently, fairly and calmly, making a distinction between serious and minor offences. Students need to know why they are being punished and need to be given an opportunity to make amends. It should be clear that it is the behaviour and not the person that is punished.

Sanctions are recorded as a 'note' on iSAMS. The actions of the teacher, Head of Department, Head of Year or member of SLT are also logged. All exclusions are recorded.

In line with the Schools Standards Framework Act (Section 131) 1998, corporal punishment is prohibited for all pupils at AESG. The prohibition applies to all members of staff and includes those acting in loco parentis. In line with Subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. The Positive Handling Policy is provided to support staff when addressing difficult situations where a pupil's behaviour could escalate.

Rewards and Sanctions are applied relevant to the age group and detailed in the relevant pages of the Staff Handbook. (see appendix 3). As a school we recognise the need to adjust the systems in place, as appropriate, for those pupils with learning differences (SEND). The Form Tutor and Head of Year will work together to identify reasonable adjustments and this will be discussed with any other appropriate staff (e.g. SENDCO) before contacting the parents. Parental contribution is very important to ensure that we manage this process as effectively as possible. Issues will always be logged on iSAMS/ CPOMS to enable the Head of Year to have a detailed overview to be able to make adjustments or support a pupil who is struggling to work within the school's rules.

The Pastoral Team of Heads of Year and Deputy Head (Pastoral) review those girls who have received 3 or more 'notes' at their weekly meeting. 3 'notes' result in a detention with the HOY/ HOD and 3 of these detentions result in an after-school detention with a member of the SLT team and a letter home. Parents receive updates on rewards and 'notes', as do girls, on a weekly basis via the portals that they can access. Parents will be called in to discuss the behaviour for persistent offenders or any other reason that is deemed appropriate.

Support systems

To ensure that all our pupils are supported, we offer a variety of staff/ pupils who can support them during their time at school. In the case of transition to the Senior School, we hold assemblies and a Q&A workshop for Year 6 and 7 girls. This enables the Year 6 girls to understand how the Senior School 'works' and clarifies expectations and procedures from the pupils' perspective.

Once in Year 7, VI Form Peer mentors help our girls. They act as mentors and can support them when they have friendship problems, organisational issues and the academic mentors can support them curriculum wise. This helps to prevent pupils receiving multiple sanctions and are actions used to help support individual girls early on.

In addition, parents are made aware of concerns early on, by their Form Tutor and also the Head of Year. One to one meetings are held and girls can be put on Report Cards to help focus on specific improvement areas, setting realistic targets and promoting the success of the individual student, rather than the difficulties that got them to this point.

We also have the School Chaplain, School Nurse, School Wellbeing Counsellor and many staff are MHFA trained. Having access to these staff can help individual girls overcome problems that may result in the negative behaviour witnessed by their Form Tutor or subject teachers.

When the key processes have been addressed and behaviour has not improved, a pupil will be placed on a Behaviour Contract. This lasts for a minimum of a half-term and has specific targets e.g. no lates to lessons, homework completed to a 'Good' level with a 'Positive' attitude to learning. The targets set must be within the framework of the school's expectations of all pupils. Further details can be found in Appendix (3).

Disciplinary action against pupils who have made malicious allegations

We define a 'malicious allegation' as a situation where there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive.

Our Child Protection and Safeguarding Policy states that: "In the case of a malicious or unsubstantiated allegation the LADO should consider whether to refer the case to the children's social care services. The Headmistress should consider whether disciplinary action is appropriate against the pupil who made it." The full range of sanctions would be considered on such occasions (please see Exclusions Policy).

We will treat each case on an individual basis, ensuring confidentiality at all times.

Appendices

Appendix 1	School Rules
Appendix 2	VI Form School Rules
Appendix 3	Behaviour Expectations
Appendix 4	Guide to Rewards and Sanctions
Appendix 5	General Health and Safety Information

Appendix 1

Senior School Rules

We believe discipline is born out of a mutual acceptance by students, staff and parents that all people should be treated with courtesy and respect. Girls are expected to observe high standards in dress, appearance and behaviour to support and maintain the reputation of the school.

If, in the opinion of the Headmistress, conduct is likely to bring discredit on the school, girls will be punished appropriately.

In the interpretation of these school rules, the Headmistress' decision shall be final.

SCHOOL RULES FOR THE SENIOR SCHOOL

Years 7 – 9

- Pupils may wear 1 small stud in each ear – the stud may be gold, silver or diamante and any shape. Hoops and bars are not permitted.
- Hair must be tied up at all times.

All pupils – Years 7 – 11

- Pupils may wear a “smart” watch providing that notifications are turned off. Pupils may wear a discreet nose stud.
- Pupils may wear a necklace with a religious symbol.
- Bracelets (including friendship bracelet, festival bracelets or wristbands), rings, eyelash extensions and excessive fake tan are not allowed.
- “Beach hair wraps” are not allowed.
- Trainer style shoes are not accepted as part of the footwear for our school uniform.

Pupils in Years 10 and 11

- Pupils may wear subtle make-up (base, mascara).
- Pupils may wear clear or nude nail polish or have French nail polish. Nails must be kept short and nail extensions are not permitted.
- Pupils may wear 2 small studs in each ear – the stud may be gold, silver or diamante and any shape. Hoops and bars are not permitted.
- Hair must be tied up when requested to do so for health and safety reasons.

Sixth Form

- Pupils may wear accessories that are suitable for professional office wear.
- Decisions around adjustments needed are at the discretion of the Head of VI Form.

Summer Term

- In the Summer Term, pupils can choose to wear their winter shirt and tie or a summer open necked shirt and no tie.
- Their shirts must be tucked into their skirt.

- In warmer weather, girls are encouraged to remove their jumper and wear their blazer when moving around the school site, attending formal events etc.

The School has the right to ban any other item or current fashion trend as it sees fit.

Chewing gum

Girls are forbidden to chew gum in school.

Drugs and Alcohol

Any member of the school who is reasonably suspected of possession of drugs, using drugs or selling drugs either inside or outside school may be permanently excluded. Please refer to our [Drugs Policy](#) for further information.

Pupils are not permitted to drink alcohol or be in possession of alcohol on the school premises. Any member of the school who is suspected of drinking alcohol, possessing alcohol, or behaves inappropriately in public whilst wearing school uniform or in 'mufti' (non-uniform day) during school hours or on a school occasion may be permanently excluded.

Eating and drinking

All girls must have lunch in The Hub unless they have ordered a Grab Bag to enable club participation. The Sixth Form may choose to eat in the Coffee Bar. Eating and drinking in the classrooms, cloakrooms and corridors is not permitted. Dehydration has been identified as a reason for poor performance, we therefore encourage girls to drink plenty of water at break and lunchtime. Girls are encouraged to bring their own water bottles and use them outside of lessons.

- Bottles must not be shared
- Bottles must only contain water
- Bottles may be refilled from the water fountain outside The Hub within the time available for morning break and lunchtime
- Bottles left lying around will be disposed of
- Bottles will not be permitted in a Science Laboratory

Leaving the site

No girl below the Sixth Form may go out of school during school hours without permission from her Head of Year, Deputy Head or Head. Pupils who feel unwell must report to Reception to receive assessment before parents are called. We expect parents to support this system to ensure their daughter has been supported by a member of staff before they are called.

When leaving the premises, all girls must sign out at Reception and sign back in upon their return. This is for Health and Safety reasons. If girls arrive late for school and miss registration, they must sign the 'Late Book'.

The following areas on the school site are out of bounds to girls:

- School gates
- Car parks
- Maintenance and storage/cleaning areas
- Cellars
- The Art Room roof space
- Wooded area behind the Millennium Hall
- Area around the recycling bins

Mobile phones and iPads

Mobile phones are allowed in school at the pupils' own risk. They must be switched off during the school day. Pupils in Years 7 to 11 must hand in their phones to the Form Tutor during registration and will collect them at the end of the school day.

We expect girls to be sensible and mature about use of mobile phones and iPads in school – they must not be used to access unsuitable websites or social networking sites (in line with our [Online Safety Policy](#)).

Those pupils who are unwilling to meet these expectations risk being sent home by the Head.

Abuse of Social Media

We expect girls to act responsibly on social media and to behave towards others online in the same way as they are encouraged to behave in the real world. In this way, any online behaviour should be characterised by mutual respect. Due to our mobile phone policy (see above), girls should not interact via social media during the school day. However, any social media behaviour which takes place – either in a girl's own time or in school – and which impacts the happiness and wellbeing of girls or staff in school, will be investigated thoroughly and, if deemed necessary, appropriate sanctions will be given.

Girls must not set up fake social media accounts in the names of other girls or members of staff. Any derogatory comments made about girls, staff or the School, either directly or indirectly through the setting up of such accounts for instance, will be investigated thoroughly and will be regarded as a serious breach of discipline. In such situations, girls and/or staff have the right to report any malicious communications to the Police.

Phones and iPads must NOT be used to take photos of other girls or members of staff unless specific permission has been granted and the images or footage taken will be used for learning or school related purposes. The school treats such behaviour very seriously as the risk to others is high with regards to reputational damage of the individual as well as the risk of sharing information about an individual's location. Such poor decision making can result in suspension.

Please note that we reserve the right to confiscate mobile phones or iPads if they are used inappropriately. Parents may be asked to come and collect the phone at the end of the school day. iPads and other electronic devices are brought into school to support learning experiences. These items should have a case and be secured in their locker when not being used in lessons.

If parents need to contact their daughter in an emergency they should call Reception and leave a message. The Reception Team will get the message to the pupil.

Personal items / lost property

Girls need to take good care of their own property and property that belongs to others. All books including exercise books and pupils' homework diaries must be treated with care.

School equipment e.g. apparatus, musical instruments should never be used without permission.

Any damage to furniture and fittings should be reported at once. Where there is negligence or wilful damage the cost of replacement is the responsibility of those girls concerned. Girls are not allowed to borrow items from other pupils or access any locker other than their own. Lockers are to be regarded as private and girls must not go into someone else's locker, even if they have permission. We recommend that girls obtain a lock to secure their lockers.

All uniform and personal property must be clearly marked with the girl's name. If girls lose any items, they must tell their Form Tutor quickly and check in lost property. Valuable items or money other than what is needed for transport or personal expenditure should not be

brought into school. Money should not be left in cloakrooms or classrooms. Large amounts of money can be handed in to Reception during morning registration and collected when they need it.

PE lost property is kept by the PE Department. During PE lessons and when playing for school teams valuables must be deposited as instructed by staff.

Property that has not been claimed at the end of each term will be donated to the second hand uniform shop, to charity or disposed of. All personal property must be taken home at holiday time, this includes half-term holidays.

Smoking

Girls are forbidden to smoke or have any form of cigarettes in their possession on school premises. Any member of the school who smokes whilst on school premises, in public while wearing school uniform or whilst in 'mufti' (non-uniform day) during school hours or on a school occasion may be permanently excluded.

The school operates a strict No Smoking/Vaping Policy.

Uniform

We ask all parents to remind girls that when they are in school uniform, they are representing our school. If girls behave inappropriately in public while wearing school uniform or whilst in 'mufti' (non-uniform charity day) during school hours or on a school occasion, they run the risk of being permanently excluded.

Appendix 2

Sixth Form School Rules

Sixth Formers are senior members of our school community and have special responsibilities and privileges. It is expected that all students treat these in a mature manner, acting as role models to younger pupils and behaving in a kind and courteous manner at all times. If a Sixth Former does not meet this expectation, privileges will be withdrawn.

Leaving School

Sixth Formers are expected to participate fully in school life. This requires them to be present for lessons, form time, assemblies, a significant majority of their study periods, and break and lunchtimes when they are involved in enrichment activities and/or duties. Sixth Formers may, however, leave school at lunchtime or during a study period should they wish to make use of the many local amenities we are fortunate to enjoy in Alderley Edge Village.

This privilege is contingent on students receiving positive school reports and examination results commensurate with their ability and their subject teachers being satisfied that they are devoting sufficient time and effort to their studies. Their Form Tutor and the Head of Sixth Form must also be satisfied that they are participating fully in school life. If students do leave school at any time between 8.40am and 3.45pm, they must sign out and back in at Reception. Failure to sign in and out of school will result in the privilege of leaving the school site during the school day being retracted. At the start of Sixth Form, parental consent must be granted for Sixth Formers to leave the school site during the school day, and parents will be informed if this privilege is being retracted.

Punctuality

All students must be in school by 8.30am and in their form room by 8.35am. They must arrive to all lessons on time. Additional community service will be set if they are repeatedly late to registration and/or lessons. If they do arrive late, they must sign in late at Reception.

Dress Code

The dress code was agreed with the Sixth Form student body.

Sixth Form students are required to wear formal business dress appropriate for an office environment. This means:

- A smart, tailored skirt, trousers, or dress, and a coordinated blazer style jacket. Fabrics must not be tight-fitting, and skirts and dresses must be of a respectable length.
- A blouse, shirt, smart top, or smart, slim-fitting jumper in any colour or tasteful pattern.
- Formal shoes or boots in black, grey, brown or navy.
- The amount of skin coverage provided by an outfit must be appropriate to a professional, office environment. Students must be mindful of the fact that we are a school community and that they are role models for younger pupils.

Note that you must have a plain black or navy-blue suit and a plain white shirt with a collar for formal occasions.

Jewellery, hair colour and style, and make-up should be appropriate to a formal business setting.

The use of the Common Rooms

The main Common Room is to be used for work during lesson times. This means that the noise level should be appropriate for a good working environment. The adjoining Computer Suite is for silent work. This rule is non-negotiable. Some students need a silent space and this must be respected. The Sixth Form team will remove any student from the Computer Suite if they cannot respect this rule.

The Coffee Bar is the place to go relax, chat and eat/drink. Students must not wander around school with food and drink. Students must tidy up after themselves.

Driving and Parking

If a student regularly drives to school, they should give their car registration number to their Form Tutor. Students must never park their vehicles on any part of the school premises. They should be considerate to local residents when parking on local roads.

Appendix 3

Behaviour – expectations in school

As a student, it is your responsibility to accept the consequences of poor actions. By following these instructions, you will be able to have a happy, fun and exciting time in school where you can learn and work towards your individual aspirations.

A – Always on Time

Being ready for lessons, with all your materials, iPad charged and correct school uniform is how you should approach every school day. Queue outside the classroom and wait for your teacher. On entering a classroom, do so in a quiet manner. Stand behind your chair until the teacher asks you to sit down. At the end of the lesson, follow the teacher's instructions to enable you to gather your belongings and move to your next lesson.

Use the Satchel One to keep up to date with homework. If you are struggling to meet a deadline, it is your responsibility to discuss this with your teacher, before your next lesson if possible.

E – Engaged

Staff expect you to be engaged fully in lessons. Listen carefully to instructions so that the teacher can deliver their lesson in the best possible way, enabling everyone to make progress. Ask for help if you need it by raising your hand. Avoid distracting others.

S – Safety

Ensure that your behaviour in class or around school does not endanger anyone. If you notice something that could be unsafe, please report it to Reception immediately. Every classroom, form room and common room should be clean and tidy, at all times. The materials in the classroom are property of the staff/ school and therefore should not be used without direct supervision. Keep to the left when walking around school.

G – Good manners

In lessons, listen when others are speaking and make sure that the contributions you make are relevant to the lesson. Do not shout out in lessons. Always thank the member of staff when they finish your lesson. If a member of staff raises a concern with you and discusses problems with behaviour, homework or anything else, accept their feedback and address it.

Behaviour – expectations outside of school including on social media

We expect pupils to follow the same guidelines both in and out of school: for public events, activities in which they represent the school, on Microsoft Teams or online calls and when on any form of social media platform. By following these rules, it ensures that we demonstrate our school values and ethos.

Appendix 4

Guidelines For Rewards and Sanctions

Merit Marks

Merits can be awarded by member of staff by informing the pupil in writing on their work or verbally. Emails will be sent to pupils at the end of each week if they have received any merits that week. Staff must record the merit on iSAMS so that Form Tutors and Head of Year can monitor the achievement of pupils in their care.

Merits should be given for a wide range of reasons for example, good work, making progress, helping or taking part in School events, always being reliable (turning up regularly for team practices etc), acts of good will to staff or other pupils etc.

Running totals are checked by Form Tutors every week and recognition for pupils' attainment is announced during School Assembly and Certificates and Awards are handed out during the next Form Time.

Merits Years 7 – 9	Merits	Award
Bronze	15	Girls receive digital certificate and Bronze Award Badge during Form Time.
Silver	30	Girls receive digital certificate, Silver Award Badge and snack/hot drink voucher during Form Time.
Gold	50	Girls receive certificate from their Head of Year, and Gold Award Badge during Form Time. Breakfast Club invitation.
Platinum	75	Girls receive certificate from Mrs Wood, Platinum Award Badge and choice of a book (with personalised bookplate), during Form Time.
Diamond	100	Girls receive certificate from Mrs Wood, Diamond Award Badge and a voucher for an online shop.
Most in Year group		Presented cup at Prize Giving (Summer Term)

Merits Years 10-11	Merits	Award
Bronze	10	Girls receive digital certificate, Bronze Award Badge and hot drink voucher during Form Time.
Silver	20	Girls receive digital certificate, Silver Award Badge, snack/ hot drink voucher during Form Time.
Gold	40	Girls receive certificate from their Head of Year, Gold Award Badge and hot drink voucher during Form Time. Breakfast Club invitation.

Platinum	60	Girls receive certificate from Mrs Wood, Platinum Award Badge, choice of book (with personalised bookplate) and hot drink voucher during Form Time
Diamond	80	Girls receive certificate from Mrs Wood, Diamond Award Badge and a voucher for an online shop.
Most in Year group		Presented cup at Prize Giving (Summer Term or Autumn Term)

In addition to receiving a voucher for a hot drink every 5 merits:

Merits Sixth Form	Merits	Award
Bronze	5	Girls receive digital certificate and Bronze Award Badge during Form Time.
Silver	10	Girls receive digital certificate, Silver Award Badge and snack/ hot drink voucher during Form Time.
Gold	20	Girls receive certificate from their Head of Year and Gold Award Badge during Form Time. Breakfast Club invitation.
Platinum	30	Girls receive certificate from Mrs Wood, Platinum Award Badge and choice of book (with personalised bookplate) during Form Time.
Diamond	40	Girls receive certificate from Mrs Wood, Diamond Award Badge and a voucher for an online shop.
Most in Year group		Presented cup at Prize Giving (Summer Term or Autumn Term)

The Headmistress Award can also be given for one off pieces of exceptional standard.

Late to Lessons – how to action

Every pupil in Years 7 – UVI should be issued with a late mark if they are not in your lesson as you take the register at the start of the lesson. **It is your responsibility to ensure that this happens promptly and fairly.**

1. Class teacher marks 'L' as the register code for late girls.
Please do not enter any other codes on the register other than 'N', present or late.
Please also copy in front desk regarding any absence emails you may receive.
2. Class teacher arranges the time missed to be caught up e.g. break time (at the convenience of the teacher)
3. Persistent lateness reported to Head of Department.
Head of Department completes sanction on iSAMS with actions e.g. lunchtime detention.
4. Head of Year reviews lateness and acts accordingly e.g. contact home. HoY gives feedback to class teacher and copies in HoD.

As a Form Tutor, you are responsible for discussing this with your pupils and supporting the class teachers and/or HoY in improving the girls' punctuality.

Heads of Year will have a full overview of a pupil's data and will use this to set appropriate targets for an individual.

Behaviour and Homework – how to action

- For all sanctions, all staff must input on iSAMS. **There should be no exceptions to the rule.** It is at the discretion of the HoY, Deputies or Head to amend any sanctions.
- Sanctions are divided into two separate parts: Academic 'notes' and Pastoral 'notes'.
- Academic 'notes' cover issues such as: no homework, poor progress in lessons etc. Pastoral 'notes' cover issues such as: poor behaviour in lesson. Please do not worry if you are unsure – log the issue in the most appropriate category and it can always be amended.
- Academic 'notes' go from the Class Teacher to the Head of Department and then Deputy Head (Academic). Pastoral matters go from the Form Tutor/ Class Teacher to the Head of Year and then Deputy Head (Pastoral).
- Receiving three 'notes' in each category will require a detention e.g. two poor behaviour in class and rude to staff will result in a Pastoral lunchtime detention. Three homework pieces not handed in will result in an Academic lunchtime detention.
- Six 'notes' will result in an after-school detention with a member of the Senior Leadership Team.
- Report Cards are issued for either a pastoral or academic issue that needs improving. They can cover both themes. They tend to focus on a maximum of three targets. They are issued by the Head of Year and run for two weeks. Form Tutors must check on them every day and ensure that the parent is also signing them off each evening.
- Contracts are issued for persistent issues that have not been rectified, following support and a variety of techniques used to attempt to address the situation. They can also be put in place for a one-off event that is so concerning, the action or behaviour goes against the ethos and values of the school. For example, extreme poor behaviour, not learning from mistakes such as constant misuse of an iPad or attendance data consistently below 80% during two terms. If improvements are not seen, the Head has the right to ask the parent to withdraw their daughter from AESG within a term.

Detentions

Pupils will be informed of their detentions via Teams.

Detentions run every Friday. Staff are allocated on a rota for detention.

- 3 x pastoral 'notes' will result in a Friday pastoral lunchtime detention.
- 3x academic 'notes' will result in a Friday academic lunchtime detention.
- 6x notes will result in an afterschool detention with SLT.
- All notes will be kept on record, but pupils will start with a 'clean sheet' each half term.

Unless ill on the day, there is no excuse for non-attendance to a detention. The pupils must take ownership of their actions. Disregard to the sanctions system will place a pupil into after-school detention immediately.

Form Tutors

When you review the merits and sanctions for a member of your form at the start of each week, we recommend that you:

- Praise pupils with merits and those who are making progress in areas for development such as homework issues
- Discuss the issue(s) with the pupil and offer support to overcome the challenges/ own their problem and act on advice
- Record what action you have taken on CPOMS and encourage the pupils to engage by logging the plans for improvement
- Assign an issue to a HoY or a member of SLT if you have done all that you can to support the individual

Appendix 5

General Information: Health and Safety around School

- Pupil should ask staff to open or close the windows in school
- Radiator valves should never be altered by pupils
- For their own safety pupils must not sit on windowsills
- Lifts may only be used by pupils when they have difficulty with stairs.
- All pupils should keep to the left-hand side of corridors and stairs when moving around school.
- Running or pushing on stairs and corridors is dangerous and should be avoided.
- Pupils should use the corridor behind the back of the Performing Arts Hall when moving between buildings.
- The Performing Arts Hall is as a route way between buildings for the Sixth Form only.
- Entry into school for pupils is via the Millennium Hall, Kitchen and Prep Gym doorways.
- It is important that girls arriving late must sign in at Reception before going to lessons.
- Girls leaving school during the normal school day must sign out at Reception.