

Behaviour Policy Whole School and EYFS

Regulation ISSR: Part 3

Reviewed and updated by: Miss L McConville

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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 2024 and 2025 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 (2023)

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 maybe 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.

The B and C System

At Alderley Edge School for Girls, we aim to create a learning environment where students can thrive academically, socially, and personally. Our B System and C System work together to encourage positive behaviour, responsibility, and respect, while addressing challenges in a consistent and constructive way. Both systems are aligned with our school ethos and support the development of our “Be More” attributes.

The B System -Encouraging Positive Behaviour

At Alderley Edge School for Girls, we use the B System to ensure pupils understand how their choices can affect their own learning. B codes are issued when a student’s actions or lack of preparation impact their ability to make the most of lessons. This system promotes self-responsibility and encourages students to arrive prepared, stay focused, and take pride in meeting expectations.

The categories for B codes are as follows:

- **B-Focus** – lack of concentration in lessons, failure to remain on task, or limited engagement with learning.
- **B-Equipment** – not bringing the required materials or resources needed to participate fully in the lesson.
- **B-Uniform** – failure to wear the correct school attire as set out in the uniform policy.

The B System also highlights the importance of positive behaviour. Pupils who consistently demonstrate focus, preparation, and pride in their appearance contribute to a respectful, supportive school culture. Their achievements are recognised during Form Tutor sessions, Year Group assemblies, and whole-school

The School Behaviour Policy emphasises participation, co-operation, and achievement in all areas of school life. Positive reinforcement and rewards are more effective than punishment in motivating students and fostering a culture of high expectations. Staff are expected to actively promote and celebrate exemplary behaviour and effort.

Rewards may include:

- Individual or public praise from staff
- Display of students' work
- Postcards, letters of commendation, or notifications to parents
- Certificates, trophies, and prizes recognising achievements in academic, sporting, or cultural fields
- Recognition in the school newsletter, website, and social media
- Merit Awards for accumulation of Merit Marks, with associated prizes
- Referrals to Head of Year, Head of Department, or the Headmistress for special recognition
- Formal presentation at Prize Giving events
- Celebration of excellent attendance
- Gift vouchers, Merit Cup, and other trophies
- Recognition and congratulations in assembly
- Absence of B or C marks as a sign of consistently positive behaviour

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 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.

Sanctions- The C System: Managing Misbehaviour

The **C System** provides a clear framework for addressing behaviour that falls short of expectations. Unlike the B System, which relates to behaviours that affect a student's own learning, the C System is used when a student's actions **disrupt the learning of others or the wider school environment**.

It operates as a tiered structure of escalating consequences, ensuring fairness and consistency. Students are supported to reflect on their actions, understand their impact, and make better choices. This system reinforces accountability and supports personal growth, in line with the development of our "Be More" attributes.

Together, the B and C Systems encourage a culture of high expectations, mutual respect, and personal responsibility. The B System addresses behaviours that affect a student's own learning and rewards positive habits, while the C System provides guidance and support when behaviour disrupts others. Both systems work in harmony to ensure that students at Alderley Edge School for Girls are supported to flourish and embody the principles of our "Be More" ethos in everyday life.

Sanctions will be applied in accordance with the consequences system outlined below.

C1 – Formal Warning

Issued after a verbal reminder about behaviour. This will be recorded on the teacher's seating plan where possible.

C2 – Second Warning

Issued if there is no improvement following a C1. A 10-minute detention will be set with the subject teacher. The event will be recorded electronically, and the detention completed with the subject teacher.

C3 – Escalated Warning

Issued if there is no improvement following a C2. A 30-minute detention will be issued. This event will be recorded electronically. The detention will take place at a convenient time with the subject teacher. Parents will be informed via an email.

C4 – Removal from Lesson

Issued if there is still no improvement following a C3. The student will be removed to another lesson and issued with a one-hour detention by the class teacher. A phone call home will be made. The event will be recorded electronically. The detention will take place after school with a senior member of staff. Parents will be informed via email.

C5 – Serious Incident

The event will be recorded electronically. A serious incident will normally result in one or more of the following:

- Removal from circulation within school
- A 90-minute after-school detention the following day with a senior member of staff
- Withdrawal of social time
- Suspension (Internal)
- Suspension (External)
- Behaviour Contract

Note: C1–C5 sanctions cannot be "earned back" through improved behaviour later in the lesson.

Out of Class Behaviour

C3 Out of Class – 30 Minute Lunchtime Detention

This will be issued to any student who fails to meet our expectations with regards to out-of-class routines and/or fails to follow a reasonable request from a member of staff. For example:

- Chewing gum
- Mild audible swearing
- Intentionally dropping litter and not picking it up
- Unsafe to themselves or the wider school community
- Rude and disrespectful to anyone in our school community
- Considered inappropriate physical contact
- Using the wrong year group toilets
- Using iPad during break or lunch time
- Engaging in disruptive or inappropriate behaviour in the Hub that impacts learning or the smooth running of the space

C4 Out of Class – 60 Minute After School Detention

This will be issued to any student whose behaviour is:

- Unsafe to themselves or the wider school community;
- Rude and disrespectful to anyone in our school community;
- Causes serious disruption to the learning of others;
- Puts the School's name in disrepute.

Students have two options available to them when they receive a B/C mark.

The Two Response System:

1. Accept the sanction and get on with the rest of the lesson/day
2. Politely ask to speak to the teacher later that day (break, lunch, or after school)

If a student fails to follow either of these options, the sanction will escalate to the next point on the 'C' policy and could ultimately lead to extraction from the lesson.

It is acceptable for teachers to send students out of the lesson for a very short time to calm down. This need not necessarily be a C4 and may be recorded at a lower level.

Students do not necessarily need to progress from C1 to C5. More serious incidents can be entered directly as a C4 or C5 as appropriate.

The C system can also be used for incidents that occur offsite where deemed appropriate.

Report Cards

There will be four levels of report card:

- Yellow – Form Tutor
- Orange – Head of Year
- Red – Senior Leadership Team

- Green – Positive Report (Praise and Reward)
- White – Organisation Report/Late Report

Reports will be used to monitor aspects of behaviour, punctuality, and attitude. Heads of Year may place students on report when issues concerning progress have been raised.

Behaviour Contracts

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

When a consequence is issued, the member of staff setting the detention is responsible for carrying it out. This ensures ownership, fairness, and consistency in managing behaviour. A C2 results in a 10-minute detention, while a C3 results in a 30-minute detention. These must be scheduled at a time that is manageable for the member of staff and appropriate for the pupil.

Restorative

An essential part of our behaviour system is the restorative conversation that takes place between the staff member and the pupil following a detention. These conversations allow staff to address the specific incident, explore strategies to prevent repeated misbehaviour, and importantly, rebuild the working relationship ahead of the next lesson. Such dialogue helps pupils to reflect on their choices, take responsibility for their actions, and feel supported in making positive changes. By prioritising repair and restoration, we ensure that behaviour management contributes not only to discipline but also to personal growth and stronger teacher-pupil relationships.

Conversations

Centralised Detentions

In addition to individual detentions, a centralised detention system is in place to address repeated or persistent behaviour issues. If a pupil receives five Bs (5XB) or five C1s (5XC1) within a single week, they will be required to attend a centralised detention on Friday. These detentions are refreshed each week, giving students a clean slate and the opportunity to improve their behaviour.

Centralised detentions may also be issued for any C3 incidents that occur outside the classroom, such as using the wrong year-group toilet, engaging in inappropriate behaviour at the Hub, or other breaches of school rules beyond lessons.

To ensure effective supervision and age-appropriate support, detentions are scheduled as follows:

- Key Stage 3 pupils: Friday, first half of lunch
- Key Stage 4 pupils: Friday, second half of lunch

Centralised detentions will be overseen and facilitated by Heads of Year and Heads of Department, ensuring that consequences are applied consistently across the school and that senior staff are directly involved in supporting behaviour management. This system reinforces the importance of accountability, consistency, and reflection, while providing pupils with a clear structure for improving future conduct.

SLT detentions

This applies to C4 incidents (following a removal from a lesson, such as persistent disruption, refusal to follow instructions, or aggressive behaviour in class) as well as C5 incidents (significant behaviour incidents, such as racism, bullying, physical aggression, misuse of social media, or deliberate damage to school property).

Parents will be contacted via email and given 48 hours' notice of any such detentions.

Extraction Rota

Purpose

The Extraction System is designed to address significant behavioural incidents that disrupt the learning environment. It ensures that all students have the opportunity to learn in a safe and respectful setting, maintaining the integrity of the school's educational standards.

Criteria for Extraction

A student will be considered for extraction when their behaviour reaches a **C4 level** on the school's behaviour scale, indicating a serious breach of conduct. This includes, but is not limited to:

- Persistent disruption after previous interventions
- Aggressive or violent behaviour
- Verbal abuse towards staff or peers
- Repeated defiance of school rules

Procedure

- **Immediate Action:** When a C4 behaviour is identified, the student will be removed from the current lesson to prevent further disruption.
- The SLT and Front Desk should be emailed. The member of SLT on duty may need to provide support for the incident if required and should be alerted promptly.
- All staff will be provided with an extraction rota to ensure clarity on responsibilities.

Reintegration

- **Post-Incident Meeting:** After the incident, a meeting will be arranged involving the student, a member of the pastoral team, and their parents/carers to discuss the behaviour and agree on strategies to prevent recurrence.
- **Monitoring:** The student's behaviour will be monitored closely, and further interventions will be implemented if necessary.

KS3 and KS4 Students

- **KS3 Students:** Students in Key Stage 3 will be assigned to Key Stage 4 lesson to sit in. This provides an opportunity for them to experience a different learning environment and reflect on their behaviour.
- **KS4 Students:** Students in Key Stage 4 will attend Key Stage 3 lesson to sit in. This change in environment aims to encourage reflection and a reset in behaviour expectations.

Communication

- **Parental Notification:** Parents/carers will be informed of the incident and the steps taken through a phone call or written communication.
- **Record Keeping:** All incidents and subsequent actions will be documented and reviewed regularly to identify patterns and inform future interventions.

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, DSL and SEND team 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 I

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 one small stud in each ear – gold, silver, or diamante and any shape. Hoops/huggies and bars are not permitted.
- Hair must be tied up at all times.
- Make-up is not permitted in these year groups.

All pupils – Years 7 – 11

- Pupils may wear a “smart” watch providing that notifications are turned off.
- Pupils may wear a discreet nose stud.
- Bracelets (including friendship bracelets, festival bracelets or wristbands) and rings are not allowed.
- “Beach hair wraps” are not allowed.
- Trainer style shoes are not accepted as part of the footwear for our school uniform (Air Force style trainers are not allowed).
- Religious necklaces must be discreet and no larger than 2 cm.
- False eyelashes and excessive fake tan are not allowed. Students arriving with these will be sent home to remove them.
- Tights with rips or holes must be replaced immediately. If a student arrives wearing damaged tights, replacement tights will be issued by Reception, and the cost will be billed to parents.
- Skirts should not be rolled up and must be worn at a length no shorter than one Post-it note above the knee.

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.
- Students may participate in ‘Dress down Fridays’ where casual wear still suited to the school environment is accepted. This is a privilege that can be withdrawn.
- 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. If a pupil does not hand their mobile phone into school the behaviour system should be followed.

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 Policies). 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/Vaping

Girls are forbidden to smoke/vape 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	50	Girls receive digital certificate and Bronze Award Badge during Form Time.
Silver	75	Girls receive digital certificate, Silver Award Badge and snack/hot drink voucher during Form Time.
Gold	100	Girls receive certificate from their Head of Year, and Gold Award Badge during Form Time. Breakfast Club invitation.
Platinum	150	Girls receive certificate from Mrs Wood, Platinum Award Badge and choice of a book (with personalised bookplate), during Form Time.
Diamond	200	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	20	Girls receive digital certificate, Bronze Award Badge and hot drink voucher during Form Time.
Silver	40	Girls receive digital certificate, Silver Award Badge, snack/ hot drink voucher during Form Time.
Gold	60	Girls receive certificate from their Head of Year, Gold Award Badge and hot drink voucher during Form Time. Breakfast Club invitation.
Platinum	80	Girls receive certificate from Mrs Wood, Platinum Award Badge, choice of book (with personalised bookplate) and hot drink voucher 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 or Autumn Term)
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In addition to receiving a voucher for a hot drink every 5 merits:

Merits Sixth Form	Merits	Award
Bronze	20	Girls receive digital certificate and Bronze Award Badge during Form Time.
Silver	40	Girls receive digital certificate, Silver Award Badge and snack/ hot drink voucher during Form Time.
Gold	60	Girls receive certificate from their Head of Year and Gold Award Badge during Form Time. Breakfast Club invitation.
Platinum	80	Girls receive certificate from Mrs Wood, Platinum Award Badge and choice of 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 or Autumn Term)

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

Late to Lessons – how to action

Marking Lateness

- All pupils arriving late to a lesson must be marked as **late (“L”)** on **iSAMS** by the teacher.

Minor Lateness (Less than 10 Minutes)

- If a pupil is **less than 10 minutes late**, a **C2** is awarded.
- The pupil will serve a **10-minute detention** with the member of staff to make up for lost time.

Major Lateness (Over 10 Minutes)

- If a pupil is **more than 10 minutes late**, a **C3** is awarded.
- The pupil will serve a **30-minute lunch detention** with the member of staff.

Persistent Lateness

- Teachers must **update Heads of Department (HoDs)** if a pupil is repeatedly late to their lessons.
- Concerns should then be raised with the **Head of Year**.
- The **Head of Year** may place the pupil on a **late report** to monitor and improve punctuality.

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.
- Missed homework deadline- C2
- Missed homework deadline (Second missed deadline/ same piece)- C3
- Missed homework deadline (Third missed deadline/same piece)-C4
- Poor quality of homework-C2 (Opportunity to re-submit)

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.