

Charitable Objects of St. Catherine's School

The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.

**St Catherine's School, Bramley
PREP SCHOOL POLICY
BEHAVIOUR
(REWARDS AND SANCTIONS)**



The Prep School refers to all staff and students in the St. Catherine's Preparatory which includes: the Early Years Foundation Stage (EYFS), Pre-Prep School (Key Stage 1) and Prep School (Key Stage 2).

This policy was introduced in September 2023 and replaces the Prep School Discipline, Rewards and Awards Policy in line with the School's Policy Review Schedule which ensures that all policies are kept up to date. This policy should be read in conjunction with the Child Protection policy, Prep School Anti-Bullying policy, ICT Policy: Guidelines for the use of digital technologies, Prep Academic Mentoring policy and Staff Code of Conduct. Consideration should be given to students with special educational needs and/or disabilities when considering behaviour, rewards and sanctions in line with our Equal Opportunities Policy.

This policy has regard to [DfE Behaviour in Schools \(2022\)](#), the [Equality Act 2010](#), the SEND Code of Practice (2015) and the Mental Health and Behaviour in Schools 2018.

Character Education Framework Guidance Nov 2019.

Ethos and values

At St Catherine's we believe in education in its broadest sense. It is our aim to create a safe environment in order that all pupils can achieve their full potential. As a through school our ethos, aim and values are embedded from Pre-Prep to 6th Form. We have agreed these principles as a whole school community and interpret them using age-appropriate languages and approaches.

The Ethos of St Catherine's School is embedded in its Aims which are:

- to provide an exceptional all-round education which will prepare girls for happy and fulfilling lives
- to create a safe and healthy environment in which the wellbeing of our pupils is paramount, enabling them to enjoy their education and thrive personally

- to provide excellent academic teaching, up-to-date facilities and a wide range of extra-curricular activities
- to encourage a love of learning and an ability to think creatively and independently
- to foster the personal, spiritual, moral, social, cultural and physical development of our pupils as well as their academic potential
- to encourage an understanding of the Christian values, thoughts and deeds, in accordance with our Foundation as a Church of England School, within a culture of understanding and sensitivity to students of all faiths or none
- to encourage our pupils to treat everyone with respect and courtesy and show concern for the needs of others, fostering teamwork and collegiality in our diverse community and the world beyond school
- to encourage the girls to embrace the inclusive spirit of St. Catherine's, both as members of the School and lifelong as active members of the St Catherine's Association
- to give our pupils the right guidance and self-belief to help them develop fully their own unique talents and abilities, in order to achieve and succeed, both in and beyond the classroom
- to encourage each girl to develop the skills of leadership and a sense of responsibility towards others, within School and beyond
- to develop a strong partnership between staff and parents to support the girls throughout their school years

Our values are:

- Kindness
- Politeness – courtesy to everyone always
- Honesty
- Open mindedness
- Humility
- Humour
- Diligence
- Perseverance
- Commitment
- Courage
- Self-belief
- Adaptability
- Imagination
- Curiosity
- Orderliness
- Awareness of and respect for the school community and the wider world
- Loyalty
- Pride
- Motivation

In the Prep School we refer to The Wheel for Life which encapsulates the ethos, aims and values of our community. These are shared with girls as they join the school and are

points of reference in Form discussions, assemblies and referred to within the Prep Pupil planners.

In the Prep School we all aim:

- To show care and consideration for others
- To be responsible citizens
- To see learning as a way of life
- To seek opportunities to grow and develop

For younger girls in Pre-Prep these are simplified to:

- We are kind and helpful
- We are gentle
- We are honest
- We look after our property
- We work hard
- We listen

The role of staff

Positive role models are essential for promoting good behaviour and staff are encouraged to take every opportunity to promote and reward positive behaviour. Life Matters sessions, form time, assemblies, house, school council and tutor group meetings all provide opportunities for behaviour to be discussed openly and positively.

All members of staff are expected to promote positive behaviour based on the ethos, aims and values listed above.

Staff are highly visible around the site including members of Prep SMT who meet and greet the girls as they come into school each morning. Positive relationships are built between staff, pupils and parents and are seen as an essential part of our happy and successful school. Staff are provided with regular training and monitor and evaluate behaviour as part of weekly staff meetings.

Rewards and awards

House Points are given for spontaneous acts of courtesy or consideration for others, or occasionally as a reward for volunteering for certain tasks. House Points encourage and reward effort, achievement and/or excellence. Girls in KS2 have the opportunity to work towards their St.Cat's Award.

Ballet, Music and LAMDA examinations take place regularly and certificates are presented at appropriate assemblies. In addition, certificates / medals awarded to girls who pursue activities outside of school are presented in Sharing Assemblies.

In the Pre-Prep, pupils are awarded Kindness Awards in the weekly Pre-Prep assembly. These recognise spontaneous acts of kindness and are also celebrated on display and included in Cat's Eyes.

Rewards and awards are given both informally and in formal settings such as end of term award and celebration assemblies. Our current **schedule of awards** is attached in appendix 1.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

At St. Catherine's the girls are expected to be considerate, tolerant and co-operative at all times. Good behaviour is actively encouraged, and we emphasise and praise positive behaviours.

To achieve this, every pupil is made aware of the school's expectations of behaviour and of who to turn to for pastoral support. Pupils are aware of rules and consequences and each school term begins with discussion of Guidance for Girls (see appendix 2).

Every girl new to the school receives a St. Catherine's key ring on which is printed the traditions of St. Catherine's. Pupil planners also contain important information.... Parents also receive this information in the Parents Handbook and staff via the Staff Handbook.

Positions of Responsibility

Pupils are given positions of responsibility which in turn promote positive behaviour. These include Art, Computing, Cookery and DT, Eco, Library, Form and Vice-Captain. We also appoint U11 pupils as Playground Buddies and L111 pupils as Wellbeing Ambassadors. These girls meet weekly and oversee wellbeing initiatives.

L111 pupils are all appointed as Prefects and have general duties as well as a specific role to perform throughout their final year (see appendix 3).

Girls may also be asked to act as tour guides for visitors and this builds confidence and a sense of pride in their school.

TAG (Talk – feelings, Ask, Get help)

Girls are encouraged to use TAG when negotiating their friendships. This approach encourages the girls to be respectful of each other and to articulate what it is they want or need from their peers. Pupils know to get help if they need further assistance or have any concerns.

Support for pupils with additional needs

Pupils with additional needs and/ or disabilities are provided with additional support where necessary. This may include support to promote positive behaviour choices, e.g., short movement breaks, adjusting seating plans, consideration of sensory or processing needs. Support is given appropriately and according to the pupils' needs.

Our belief is that everyone belongs and can contribute positively to our school community.

Staff are provided with additional training in areas which may impact pupils' behaviour as well as their social and emotional needs, for example, how best to support pupils with a neurodiverse profile.

The role of parents

The role of parents is crucial in helping us develop and maintain good behaviour. To support the school, parents are encouraged to take part in the life of the school and help to embed the ethos, aims and culture of St Catherine's. Where a parent has a concern about their child's behaviour, they are encouraged to raise this directly with their daughter's form teacher in the first instance. Additional support can be provided by our Academic Mentoring team and/or members of the Prep SMT.

Parents are encouraged to celebrate their daughter's successes and to inform us of significant achievements that take place out of school which we may celebrate in assemblies or form times.

Responding to misbehaviour and sanctions

Staff deal with minor incidents of misbehaviour as they occur in a way that is appropriate to the age and understanding of the child and the nature of the misdemeanour. More serious issues are referred to the Deputy Head, Staff, Deputy Head, Curriculum or Head of Pre-Prep and will be referred to the Headmistress if appropriate. Expectations of behaviour are consistent and on the rare occasion that pupils behaviour falls below our high expectations staff react promptly, assertively and in way that is predictable for pupils.

Acceptable forms of sanctions include:

- Verbal reminders
- Setting of written task e.g. account of behaviour or letter of apology
- Loss of privileges / detention in UII/LIII only
- School-based community service – e.g. tidying a classroom
- 'Time out' when this is deemed necessary for a pupil to regulate their thoughts and emotions. Such a session will be short and supported by a member of staff.
- Behaviour check-in with a Form Teacher e.g. using a target sheet as a prompt

- Regular logging of behaviour may be necessary e.g. if pupils' additional needs are being considered

Parents will be called to discuss serious misdemeanours after the full facts have been obtained from the children concerned and the matter has been investigated.

Reasonable adjustments are made for pupils with SEN/D and all pupils will be supported to enable them to improve their behaviour.

House points are a positive reward and should not be taken away.

Use of reasonable force

We adhere to the detailed advice included in Use of Reasonable Force – advice for school leaders, staff and governing bodies.

This outlines that there are specific and limited circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. Members of staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

When considering using reasonable force staff should recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Corporal Punishment is illegal and is never used.

Suspension

Extremely rarely the school may suspend a pupil for a number of days for major breaches of the school rules. Each case is treated on an individual basis and support and guidance is available from the school. Suspension may be internal suspension e.g. a pupil may be asked to work in a supervised area away from peers in school or a pupil may be externally suspended in which case they will be suspended from school and in provided with work to complete at home.

Any illegal behaviour such as the possession of drugs, shoplifting etc. could also result in exclusion.

A record of sanctions imposed on pupils for serious misbehaviour is kept by the Headmistress.

Behaviour outside of school premises

There are rare occasions when the school may impose a sanction due a pupil's behaviour outside of the school premises, including online. For example, bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school would be fully investigated and may result in a sanction.

Other examples include:

- when pupils are taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school

or when a pupil's behaviour could adversely affect the reputation of the school.

Pupils at St Catherine's are encouraged to take pride in themselves and in their school community. There is a strong emphasis on girls developing self-belief, achieving and enjoying rounded success. This is encapsulated on our branding Believe, Achieve, Succeed.

N J Bartholomew
Headmistress of the Preparatory School

September 2023

Appendices

1 - Prep School schedule of awards

2 - Guidance for Girls

3 – LIII positions of responsibility.

ST CATHERINES'S PREP SCHOOL AWARDS – Appendix to the Prep School Behaviour (Rewards and Sanctions) Policy Sept 2023

Appendix 1: Prep School schedule of awards

Every term

- **Ethos awards:**

Irvin Candle – whole school. Awarded to the girl who has made the greatest improvement to herself

Healy Cup – whole school. Awarded to the girl who has made significant contributions to school life

Windsor-Lewis Kindness Cup – whole school. Awarded to the girl who demonstrates care and concern to others

Andy Hailey Award – whole school. Awarded to the girl who demonstrates perseverance

Branching Out Award – whole school. Awarded to the person who has reached out and contributed beyond their year group

Moody Award – whole school. Awarded to the girl who demonstrates resilience

I Voiced My Voice – whole school. Awarded to the girl that has found her voice/become more confident

Mr Manners Bear – Pre-Prep. Awarded to the girl that demonstrates good manners

- **Music and PE and awards:**

Pasley Cup – PPIII. Awarded to the girl who has made the most progress in PE

Vaughan Cup – LII. Awarded to the girl who demonstrates sporting potential

Music Award – whole school. For the girl who shows potential in music

The Taylor Cup – KS2. For an ensemble in the Prep school

- **Overall House Cup awarded each term**

- **Pre-Prep Reading Progress award – for a girl who has shown effort and progress in reading**

Autumn Term – Whole School

Spring Term – Whole School

<p>Presented at House Gym competition:</p> <p>Most improved Gymnast Cup KS2 Awarded to the girl who has made the most progress in gymnastics</p> <p>The Carter Plate Awarded to a Gymnast in the Prep School who has achieved significant success and who has shown dedication and commitment to gymnastics</p> <p>HOUSE AWARDS</p> <p>The House Netball Cup KS2 At House Netball competition, awarded to the winning house</p>	<p>Presented at end of term Assembly:</p> <p>CHESS: Most Promising Newcomer Award</p> <p>Awarded to the girl in FI who has shown commitment to Chess Club and has progressed successfully in the UK Chess Challenge</p> <p>Chess Challenge Cup Awarded to the girl who has achieved the highest score in the UK Chess Challenge</p>
<p style="text-align: center;">Summer Term – Whole School</p> <p>Presented at KS2 House Swimming Gala: The House Swimming Cup KS2</p>	<p style="text-align: center;">Summer Term LIII Awards</p>

Presented at PPII and PPIII swimming galas: **House Swimming Cup**

Awarded to the winner of the Swimming Galas

Presented at KS2 Sports Day

House Athletics Cup KS2

Awarded to winners at Sports Day

Presented at the end of term assembly:

Whole School Form prizes – effort and achievement prizes 2 per class

Kewala (touch typing) – LII. Awarded to the girl who has made the most progress with touch-typing

The Ballet Cup (PPIII) - Awarded for a promising ballet dancer

Alice Wills Cup - Creative Writing KS2 (usu. UII) - Awarded for excellence/potential in creative writing

The Marriot Cup for Progress in French (UII/LIII) - Awarded for enthusiasm and achievement in French

LIII Games Cup - Awarded for all round contribution and achievement in Games

The Charlotte Watts History Award (UII) - Awarded for passion and curiosity for History in UII

The Gunner Computing Cup (UII) - Awarded for excellence in computing

Most improved swimmer in KS1 - Awarded to the girls who has made the most progress in swimming

Awarded at Leavers' Assembly:

The Niemy Trophy for outstanding sporting achievement

Awarded for outstanding sporting achievement in LIII

The Pilkington Cup - Awarded to a girl who has shown outstanding commitment and potential in music

The Waller Plate for Sportsmanship

Awarded to the girl who has shown commitment and dedication to sport, always acting with outstanding sportsmanship.

Robinson Cup – sporting endeavour

Presented at Senior School Speech Day:

2 x Academic Achievement prizes, one in each LIII class

Awarded to girls who have achieved high academic standards throughout LIII

LIII Sports Cup

Awarded to the best all round sportswoman

Green Family Music Cup

Awarded to an outstanding musician

Lucy Scott Prize for Drama

Awarded to a girl who has shown either particular talent in drama throughout the year **and/or** in the LIII production **OR** someone who has made huge progress in drama throughout the year **and/or** in the LIII production

Art Award

Awarded to the girl who shows the most promise in Art

PTA Centenary Award

Awarded to the girl who has made significant contributions to life at St Catherine's Prep School

Appendix 2: Guidance for Girls

Guidance for Girls

STAYING SAFE

If you are:

- concerned about the way in which others behave towards you
- concerned about a friend or classmate
- see, read or hear something which is upsetting or that worries you

DON'T STAY SILENT

- ✓ Let a member of staff know. This could be:
 - your Form Teacher
 - any teacher
 - your Tutor
 - a member of staff in the Office
 - one of the Deputy Headteachers (Mrs Gibbs, Mr Parry or Miss Jefford)
 - the Headmistress (Miss Bartholomew)
- ✓ Use the Thought Box in your classroom to write down and post your concern.

REMEMBER:

- ✓ Read the 'What to do if....' page in your student planner.
- ✓ If you are upset or made to feel uncomfortable - walk away quickly and confidently, even if you don't feel that way inside.
- ✓ Explain to the person who may be upsetting you that her words/actions are upsetting; she may not be aware of this.
- ✓ If you are different in any way, be proud of it – it's good to be an individual.
- ✓ If any girl is in any danger, fetch help.
- ✓ If a girl is upset, remain with her; your presence will help. Then tell a member of staff about what has happened.
- ✓ Show that you and your friends disapprove if someone is acting unkindly towards others.
- ✓ Give sympathy and support to other girls who may be upset.
- ✓ Be careful about teasing or making personal remarks. If you think someone might not find your comments funny don't say them.
- ✓ If you know of someone who is upset, worried or frightened tell someone. The person may be too scared or lonely to tell.
- ✓ If you are unsure where to go always report to the Senior or Prep School Office. (Never cross the road alone)

Appendix 3: LIII positions of responsibility**LIII MONITORS – 2023/24**

ART, COOKERY & DT	
CHARITY	
COMPUTING	
CROSS COUNTRY/Athletics	
CHESS	
DANCE	
DRAMA	
ECO	
EQUALITIES, DIVERSITY AND INCLUSION	
Football	
GAMES CAPTAIN	
GYMNASTICS	
HOUSE CAPTAINS CURIE	
HOUSE CAPTAINS PANKHURST	
HOUSE CAPTAINS TERESA	
LIBRARY	
MARKETING	
MUSIC	
PHOTOGRAHY	
PRE-PREP	
STEM and ECO AMBASSADOR	
SWIMMING	