



PREP SCHOOL BEHAVIOUR POLICY

“The School is strongly committed to promoting equal opportunities for all, regardless of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.”

Policy to be reviewed annually			
Action	Responsible	Date	Completed
Reviewed	Deputy Head	Michaelmas 2025	✓
Next review	Deputy Head	Michaelmas 2026	

Aims

Gresham's School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

Our school is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to enable all pupils to develop the self-confidence and self-esteem to realise their full potential. We want to develop our pupils as independent minded young people who have the opportunity to grow and develop as individuals and as members of the wider community, so that they may ultimately have the confidence to make a positive contribution to the world in which they live.

The policy refers to and takes note of current government guidance, specifically:

- *Department for Education Behaviour in Schools February 2024*
- *Department for Education Preventing and Tackling Bullying July 2017*
- *The Equality Act (2010)*
- *Department for Education Keeping Children Safe in Education September 2025*

The Gresham's Code

The Prep School community of Governors, staff, parents and pupils adhere to an established routine and the Gresham's Code, rather than to lists of rules. The school sees education as a partnership. Our members of staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school (see Appendix 7).

Involvement of Pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, Form time and via the School Council and boarders' meetings.

Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at Gresham's Prep School undertake to uphold the school's policies and regulations, including this policy when they sign the Acceptance Form. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and prep or private study.

Discipline in General in the Prep School

Minor problems which arise from day to day should be dealt with on the spot by the member of staff who is present. All staff should take a collective responsibility for maintaining high standards of pupil behaviour. A record of any incidents or concerns must be logged on CPOMS. Staff including tutors, boarding staff and senior leaders should check the log daily to ensure they are aware of any issues.

Recording of Incidents

Any form of negative behaviour by a pupil should be recorded on the school's safeguarding and pastoral logging system, CPOMS. This tracks all pastoral or safeguarding issues throughout a pupil's time at Gresham's School. In some instances, positive behaviour is also logged here.

Monitoring Behaviour

It is crucial that behaviour is monitored and overseen to enable staff to pick up on any patterns. A change in behaviour by a pupil could be a sign of a safeguarding incident or other pastoral concerns. The monitoring of behaviour may also raise issues of patterns of where, when, how or why incidents are taking place to help prevent similar things happening again.

Accurate recording of incidents is also of importance when senior leaders, tutors or boarding staff meet with parents. All recording should be factual, concise and accurate without subjective views. Senior pastoral leaders meet regularly to review all behavioural and pastoral incidents that have been logged and reported on CPOMS. Actions are created from these meetings which feed into weekly pupil welfare meetings.

Support systems for pupils

It is important that support systems are in place for pupils who display negative behaviour or for the victims of any negative behaviour from other pupils. The school has a detailed pastoral support network in place which is overseen by the Head of Pastoral Care. All pupils have a tutor who would be the first 'port of call' for all pupils who have displayed negative behaviour. The tutors are supported by a Head of Phase; the Head of Lower Juniors (Year 3 & 4), Head of Upper Juniors (Year 5 & 6) and Head of Seniors (Year 7 & 8). These roles are then supported by the Head of Pastoral Care, the Deputy Head and Head of Prep.

A Welfare Team (Appendix 1) meet fortnightly to look at the welfare needs of all pupils. Pupils who may have displayed negative behaviour will be discussed as often these may be linked to other pastoral needs. Minutes and actions are created from these fortnightly meetings.

Every week there is a staff briefing as well as a separate welfare meeting where pupils are discussed and minutes are taken of these meetings.

CPOMS is regularly reviewed by the Head of Pastoral Care and DSL and the Deputy Head.

Liaison with parents and other agencies

The school has strong links with the parental body. Parents are encouraged to come in and meet with staff informally and formally on a regular basis. Depending on the severity of the negative behaviour or pastoral concern, tutors or senior leaders will contact parents to discuss the behaviour of their child and the specific support that the school may put in place. The Welfare Team have strong links with external agencies, particularly through the use of the school mental health practitioners (on the school staff). External agencies may come in to meet with staff and parents or this may be conducted off site depending on each case.

Prevention of bullying

The Behaviour Policy should be read in conjunction with the Anti-Bullying Policy. The procedures in place for managing behaviour underpin the school's approach to preventing bullying, including cyberbullying, prejudice-based and discriminatory bullying. Staff should be proactive in dealing with any form of unkindness and all incidents should be recorded on the school's pastoral logging system, CPOMS. Any pupils who display negative behaviour linked to bullying will be discussed at the Welfare Team with appropriate actions put in place to support both the victim and the alleged perpetrator.

Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances, including the child's age, and within a context of positive reinforcement of good behaviour. Sanctions that are humiliating or degrading should never be used.

Corporal punishment is never used as an acceptable sanction or as a threat of a sanction. Furthermore, it is not acceptable to have pupils standing outside the staffroom, or similar, for an extended period of time.

Examples of sanctions used include:

- A verbal reprimand.
- Missing free time, for example break time.
- Extra work being set or repeating unsatisfactory work until it meets the required standard.
- Demerits.
- Extra Period (EP) which may include the setting of written tasks with a focus on re-education.
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti – these types of sanctions should, where possible, link to the negative display of behaviour by the pupil/s.
- Loss of privileges (for instance the loss of a position of responsibility for a senior pupil, or responsibility of a sports captain).
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Confiscation of property that is being used inappropriately or without consideration (parents must be informed).
- Withdrawal from a lesson, school trip or team event.
- Heads Detention.
- Exclusion for a specified period (*a fixed term exclusion*), removal from the school community or permanent exclusion.

PLEASE NOTE – FOR ANY SANCTION GIVEN, A RECORD MUST BE KEPT ON CPOMS

It is important that any form of sanction should, where possible, fit the negative behaviour displayed by the pupil with the key focus on re-education and support rather than ‘punishment’.

REWARDS AND SANCTIONS

Rewards

Positive Praise

All children enjoy receiving positive praise from staff. It is important, where possible, that when a child has carried out a positive act praise is given. Staff should ensure that this praise is consistent amongst all pupils and that there are no cases of perceived ‘favourites’.

Merits

Merits are given for good work and good behaviour. The tutor enters these into SIMS on a weekly basis. These totals go towards the House Cup competition at the end of each term. These should also be recorded in the Student Diary of the child receiving the Merit by the member of staff awarding it. Again, staff should try to ensure that there is balance in awarding these.

Grasshopper Congratulations from the Head

Members of staff are encouraged to send children who do outstanding work to the Head. The Head will reward them with a Grasshopper stamp in their diaries and will e-mail home to inform parents and guardians. A Grasshopper is worth 3 Merits and these will be entered into the pupil diary by the teacher; they are also entered onto SIMS by Tutors at the end of each week. A Grasshopper should be given for a piece of work (or a display of positive behaviour) that is exceptional for that individual child.

Promotions

Senior pupils who display excellent positive behaviour around the school may have the opportunity to take up a position of responsibility, for example: Head Boy & Girl, Senior and School Prefect, Tutor Group Monitors, Sports Captains, House Prefects, Art Monitors, Reading Mentors, DT Monitors (this list is not exhaustive). Pupils need to apply for the above roles in order to show their interest and to learn about how jobs and positions are applied for in the business world.

Celebrations of Success

We pride ourselves in sharing the successes of the different members of our community. Assemblies (school, phase and house) are great opportunities for members of staff to highlight and recognise the successes of different children. These may range from success within school in the areas of academic, sport, music and drama as well as other activities that children may participate in outside of school.

Sanctions (See Behaviour Flow Chart - Appendix 3)

This is a staged process pupils may move through by repetition of negative behaviour. However, it must be noted that depending on the nature or seriousness of their conduct and instances of past sanctions, pupils may move immediately to a certain level. As such it should not be assumed that a verbal warning will be the first sanction for all incidents, or that after a verbal warning is given that the next sanction will be a Level 2 sanction. For example, a serious physical assault could lead to an immediate Level 6 sanction or very poor behaviour in a classroom could lead to an immediate Level 3 Demerit with or without a verbal warning.

Level 0 – Awareness and Re-Education

For incidents where a pupil's behaviour may have caused unintended offence regarding a protected characteristic (such as race, gender, disability, religion, or sexual orientation), and it is clear that the pupil was not aware that their actions or words could be harmful, a Level 0 intervention may be initiated by a Phase Leader or member of SLT. This is a re-educative step intended to raise the pupil's awareness and understanding of the impact of their behaviour.

At this stage, the pupil will receive:

- A clear explanation from a member of staff about why the behaviour or comment was inappropriate.
- Guidance and support to understand the importance of respect and inclusivity.

- An opportunity to reflect on their actions and learn how to avoid similar incidents in the future.

This intervention will be logged on CPOMS to ensure the pupil's progress is monitored, but it does not carry any formal sanction. The aim is to promote positive behaviour through education and awareness rather than punishment. If similar incidents reoccur, or if the behaviour is more serious, the pupil may move immediately to Level 3 or higher depending on the circumstances.

Level 1 – Verbal Warning or Reprimand

For most minor displays of negative behaviour, staff should initially start by verbally warning or reprimanding the pupil and making it clear that their behaviour should not be repeated. Where a verbal reprimand is being given, this should be logged on CPOMS, although some verbal warnings may not be.

Level 2 – Loss of Free Time or Smile Time / Mark

For more serious incidents or a repeat of a Level 1 incident in a short period of time within the lesson or break may result in a loss of free time, which should be carried out by the member of staff dealing with the pupil. This should last for between 5-10 minutes and should be carried out at the next available break time. Pupils must not miss out on any drinks or snacks (it is suitable for them to get their break drinks / snacks immediately after their loss of time as long as they do not miss out altogether). Alternatively, a member of staff may record the incident as a mark in the pupil's diary which parents will see when they sign their child's diary on a weekly basis. This should be recorded as an 'M' with a circle around it. In Year 3 and 4 children lose 'Smile Time' in 1-minute increments, depending on level of inappropriate behaviour.

Level 3 – Demerits

A Demerit can be issued by a member of staff for the examples given here or if there is any repeat of Level 1 and the negative display of behaviour continues. The Demerit should be entered into the pupil's diary and recorded by the tutor. A Demerit cancels out 2 Merits and affects the Inter-House Merit competition. The pupil must get the Demerit signed by the Deputy Head, their Tutor and their parents and failure to do so could warrant a further Demerit (it is recommended that these should be signed within three school days and Tutors will monitor this). Demerits should be given for poor behaviour or poor effort. Demerits work on a 'three strikes and you're out' basis; if a child obtains three Demerits in a short period of time (for example, in one half term), he or she will be put in Extra Period. The Head of Phase should also be informed.

Examples of Demerits: constant disruption to a lesson, unkindness to another child, poor language, rudeness towards a member of staff / adult, repeatedly turning up to lessons without appropriate equipment, negative display of behaviour on school trip or in assembly, poor quality of work or poor effort, playing games or using chat on laptop during academic time (lessons or prep) – this is not an exhaustive list.

Level 4 - Extra Period (or EP)

For more serious breaches of discipline or extremely poor effort in class (or 3 Demerits), a pupil may be put straight into Extra Period and appropriate work set by the teacher. For all behavioural reasons for the E.P, a task should be set from the Extra Period Sheet (Appendix 8), which aims to educate rather than simply waste time.

Extra Period usually takes place during a lunch break. It is supervised by a member of the Senior Leadership Team. If a child is put into Extra Period for any reason this should be recorded on CPOMS and the Deputy Head must be informed.

Level 5 – Heads Detention

For more serious breaches of discipline or for any repeat of the negative behaviour displayed at Level 2, Level 3 or Level 4 for serious offences, a Head's Detention is given. This results in period of time out of lessons working with the Head of Prep or Deputy Head to re-educate and to have time away from peers. Parents will always be informed before Level 5 and records will be effectively maintained with notes kept on CPOMS.

Level 6 and 7 – Exclusion

For very serious breaches of discipline or if a pupil has moved through the different levels of the Behaviour Policy a meeting will be held with the Head and parents to discuss the next stage. If it is deemed necessary, the Head may choose to temporarily exclude a pupil for a set period of time (**Level 6 - a fixed term exclusion**) usually between 1-5 days depending on the severity of the behaviour (although in some instances this may be longer or indefinite given the nature of the incident). This could be either internal or external.

If the pupil has been through all of the stages of the Behaviour Policy and it is felt that there has been no improvement or significant positive changes in behaviour, then the Head of Prep may choose to permanently exclude the pupil (**Level 7**). Any repeat of the behaviour from Level 4 may lead to a permanent exclusion, as may a one-off serious breach of discipline. Any form of exclusion will be reported to the Senior School Headmaster and Governors. The Complaints Policy is available to all parents.

Examples of serious breaches of the guidelines and regulations include:

- Alcohol abuse
- Bullying, including cyber, racist, sexist or discriminatory bullying
- Drug abuse
- Improper behaviour towards a member of staff or another pupil, including malicious accusation
- Malicious damage
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English Law

Informing the Tutors, Deputy Head and Houseparents

Any disciplinary issue or pattern of poor behaviour from a loss of free time or awarding of a Mark in Level 2 should be recorded on CPOMS. This is reviewed daily by the Deputy Head,

and it is also reviewed at the Welfare Meeting, with any additional actions being taken. It is important that these members of staff are all kept informed.

Behaviour/Work Report

If a child consistently behaves badly in class or around the school or makes very little effort with his or her work, s/he may be put on **Behaviour Progress Chart** or **Work Report**. The child should present his or her form at the beginning of each lesson and the teacher should record a comment about the child's behaviour and work at the end of the lesson. With a Behaviour Report, the pupil must also get the form signed by the member of staff on duty during breaks, at lunch and in the changing room before and after games. The **Work Report** or **Behaviour Progress Chart** should be reviewed daily by the pupils Tutor or Phase Leader and reviewed with Senior Leaders regularly. When a pupil is placed on a report card a record will be made on CPOMS and parents must be informed throughout the process.

Monitoring of behaviour

The Deputy Head, in conjunction with the Heads of Phase and Head of Pastoral Care and DSL, oversees the pastoral and behavioural aspect of the school. All Unkindness Logs, Bullying Logs and other pastoral incidents are monitored through CPOMS via the Welfare Group and are overseen on daily basis by the Deputy Head. Any issues or patterns that are identified are then shared with the relevant teaching staff and actions are created.

POWER TO SEARCH WITHOUT CONSENT

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” in line with government guidelines (*Department for Education: Searching, screening and confiscation, July 2022*):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under the school guidelines. It is the policy of the school that if any of these items are found in a child's possession, they will be seized. Where illegal/controlled drugs are found, these will be delivered to the police as soon as possible. Alcohol and cigarettes will be seized and destroyed. Where stolen items are found, if the items have been stolen from within the school, the school will deal appropriately with the matter and parents of the child concerned will be notified. Where the stolen items have come from outside the school, the police will be notified and the matter dealt with appropriately, parents will again be informed.

The school is not required to inform parents before a search takes place or to seek their consent to search a child, nor is there a legal requirement to keep a record of a search. Parents will however be informed where alcohol, illegal drugs or potentially harmful

substances are found, although there is no legal requirement to do so. Any complaints about searching will be dealt with through the normal school complaints procedure.

Use of Reasonable Force

Staff may need to use '*reasonable force*' to control or restrain a pupil in specific circumstances. In-service training is used to ensure staff are aware of the circumstances in which reasonable minimum force may be used. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. **The Prep School Use of Reasonable Force and Restraint Policy** should be referenced for further information.

Every member of staff will make an entry on CPOMS immediately after she/he has needed to use 'reasonable force'. Parents will be informed before the end of the day (or as soon as reasonably practicable) when it has been necessary to use 'reasonable force' and invite them to the school to agree a protocol for managing that individual pupil's behaviour. The school does not use or threaten the use of corporal punishment under any circumstances.

Complaints

We hope that parents will not feel the need to complain about the operation of the Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures, which apply, are on our web site. Copies can also be obtained on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after the pupil has left our school. There is a 3 staged process for dealing with complaints (see the Complaints Policy).

Pupil conduct outside of the school premises

What the law allows: Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

The school will follow up on and apply the behaviour policy for any incidents of poor behaviour, occurring off the school premises, which bring the school's name into disrepute or cause harm to other members of the school community. These include incidents such as: cyber bullying, misuse of social media, verbal, physical and emotional bullying, criminal activities. Criminal activities will be passed onto the relevant external agencies. A pupil can only be disciplined when they are back on school premises (or elsewhere when the pupil is under the lawful control of a staff member).

Boarding

Within boarding time, the Gresham's Prep School Code (Appendix 7) continues to be promoted. There are rewards such as boarders of the term (Star Boarder) and positions of responsibility for senior pupils including Heads of Boarding.

With regards to sanctions, boarding should be seen as 'home time' rather than 'school time' and as such, a more relaxed approach is taken. In the event of serious incidents of negative behaviour, for example, bullying or theft (Level 5 or beyond) then this policy will apply.

Examples of sanctions within boarding include verbal reprimands, a job in the house (e.g. tidy an area of the changing room for boarders who consistently leave their clothes lying around) or confiscation of a phone if misused (in discussion with parents and Senior Leaders).

Appendix 1 - Gresham's Prep Welfare Team

Chair

Jemma Fenn	Head of Pastoral Care, SENCo and DSL
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Welfare Team

Sarah Hollingsworth	Head
James Oakden	Deputy Head and DDSL
Nick Thomas	Phase Leader, Seniors (Yr 7 & 8) & Senior Master
Nick Matthews	Phase Leader, Upper Juniors (Yr 5 & 6)
Kate Gill	Phase Leader, Lower Juniors (Yr 3 & 4)
Kate Weeks	Head of Boarding & DDSL
Jamie Horsley	DDSL
Katie Fields	DDSL
Kelly Langford-Lee	Prep School Mental Health Nurse
Kate Pollicott-Reid	Lead Mental Health Nurse
Rev Jack Branford	School Chaplain

Appendix 2 - Behaviour Flow Chart



The above examples are not an exhaustive list, they are there to give an example of the thresholds for each level. Parents should be informed of everything from Level 3 onwards. All levels must be recorded on CPOMS along with any actions, although some verbal warnings in Level 1 may not be recorded. Please refer to pages 5 to 7 of the Behaviour Policy for further details.

Tutor				
Head Sarah Hollingsworth Deputy JRO HoT&L LS DSL JF Sen M NT				
Head of Boarding, Kenwyn House: KW	Seniors NT			
	8 8ER Library	8 8JAH IT Rm	8 8SF Rm 9	8 8ANH Upper Lab
	7	7 7ES/HH Rm 7	7 7NT Rm 3	7 7VH Rm 11
	Upper Juniors NM			
	6	6 6APO Rm 10	6 6LB/CR Lower Lab	6 6NM DT Rm
	5	5 5AEH Rm 4	5	5 5MW Rm 5
	Lower Juniors KG			
	4	4 4KG Rm 17	4	4 4KF Rm 16
	3	3 3HW Rm 12	3	3 3KH Rm 15
	House Leaders: Borrow MW Reith ES Woodfoorde APO			

Appendix 4 – Pupil Appearance

We hope that all children will wear their Gresham's uniform with pride and we have high expectations of smartness. Pupils are encouraged to polish their own shoes (which must be plain black leather) and to ensure that their shirts are tucked in and hair is neat and tidy. Long hair (that touches the collar) must be tied back away from the face neatly off the ears and out of the eyes. Short hair should be off the ears and collar, and out of the eyes, so that pupils can concentrate on their studies and play sports unhindered.

Blazers should be worn on arrival at school and when going home, with ties (Years 5-8) for collared shirts or without ties for blouses. Ties for Year 3 & 4 pupils are optional.

Should your child feel uncomfortable about wearing a particular item on the uniform list, please consult with the Head who would be happy to talk through what adjustments could be made, whilst still conforming to the level of smartness in our dress regulations.

No jewellery may be worn (including around the wrist, neck or fingers and including string and rubber bracelets) unless for religious reasons. Watches are the only exception (see Appendix 5 regarding smart watches). If ears are going to be pierced, this should be done at the start of the summer holiday. Earrings are not to be worn and if ears are already pierced only invisible retainers may be worn.

Further to this and to ensure high standards of appearance are maintained:

- Pupils must not come to school with dyed hair or streaks. Hair should be the natural colour throughout. Mullets, buzz cuts, deep under cuts and rats' tails are not permitted.
- Any hair bands worn should match the school uniform and be navy or natural hair colour.
- No makeup is acceptable at any point including nail varnish.
- Shoes should be completely black (no yellow stitching etc), made of leather and not patent. They should have suitable support around the ankle area and the front of the foot. Boots, pumps or trainers are not acceptable.
- Jackets / Coats – Pupils must have either a plain navy or black jacket with no fur, stripes, or bright logos. No other colours should be visible.
- School bags should be the official Gresham's rucksack or a completely plain navy or black bag with no logos (please name school bags clearly).

It is strongly advised that all items of clothing and stationery are clearly labelled. The equipment list for stationery can be found in My School Portal (in the 'Information and Guides' section).

Summer Uniform for Girls in Years 3 to 6

Girls in Years 3 to 6 are permitted to wear summer uniform in the summer term and until half term in the Michaelmas term, although winter uniform is also fine for the Michaelmas term.

Appendix 5 – Mobile Phones and Smart Watches:

No pupil may have a mobile phone or smart watch (watches that sync to a mobile device and display multimedia. Fitbit style trackers are allowed) in school, except in the following circumstances:

- S/he is a boarder, in which case s/he hands it/them into the boarding team on arriving at School. Boarders may request their phones at appropriate times to phone home and then return them to duty staff straight away.
- S/he is travelling to or from School by bus or taxi, in which case the phone and/or watch must be handed in on arrival to the School Office. They should be collected just before departure at the end of the school day and may not be used until the pupil has left the school site.
- In some exceptional circumstances phones may be allowed on an away match / tour / School trip for listening to music or playing games (taking photographs is not permitted in any circumstances). This will usually only be for a single journey of over three hours and only at the discretion of the lead member of staff. Phones may only be brought with permission from staff who must be made aware that a pupil has one in their possession. If permission is given to use phones, then a Risk Assessment will be completed by the member of staff with clear guidelines for expectations. The school will not be held liable for lost or damaged phones.
- If there is any direct need for a pupil to contact parents during the school day then guidance should be sought by the pupil from a member of staff and/or the School Office.

Appendix 6 – Parent Charter on Smart Phones & Social Media

At Gresham's Prep we are committed to working together to ensure the safety and wellbeing of our children, both in the physical and digital worlds. In recognition of the increasing role technology plays in our children's lives we ask parents to follow our voluntary *Parent Charter for Smartphones and Social Media*. This charter outlines a set of agreed principles that will help guide our collective approach to managing screen time, social media use, and online interactions in a responsible and thoughtful way. We kindly ask all parents to consider the following key points:

- **Smartphones** - We agree that smartphones should not be given to our children until after Year 8. This decision reflects our shared commitment to promoting face-to-face interactions, reducing screen time, and prioritizing age-appropriate activities during the formative years of our children's development.
- **Social Media Age Requirements** - We agree to adhere to the minimum age requirements for social media platforms. Many social media sites have age restrictions to ensure that children engage with content and online communities that are appropriate for their developmental stage. As parents, we will respect these guidelines to protect our children from the risks associated with early exposure to social media.
- **PEGI Age Ratings for Online Games and Mobile Apps** - We agree to adhere to the PEGI (Pan European Game Information) age ratings for online games and mobile apps. These ratings are in place to help us make informed decisions about the suitability of digital content, ensuring that our children are engaging with games and apps that are appropriate for their age and maturity level.

By following this charter, we demonstrate our collective responsibility in shaping a safe and positive digital environment for our children, balancing the benefits of technology with the need for healthy boundaries. By upholding these principles, we are supporting the values of Gresham's Prep School and fostering a safe and respectful online experience for all our pupils.

Appendix 7 – Gresham's Code

The staff and pupils work towards a Gresham's Code. This is what pastorally underpins the ethos of the school and is positively applied to all aspects of life.

Respect

Be **kind** and well-mannered towards everyone you meet; always include others and celebrate diversity.

Resilience

Turn failure and difficulty into opportunity. **Never** give up.

Responsibility

Be honest. Show compassion by making a positive impact within the community and by caring about the world around you, take responsibility for your own progress by working hard, being curious, daring to try new things and giving of **your** best at all times.

Kindness

The bedrock of this Code is kindness – be kind toward everyone you meet. Treat others just as you want to be treated.

Appendix 8 – Extra Period Worksheet

Aim: The aim of the Extra Period is to help improve your behaviour and actions so that you learn to become a kinder or better-behaved member of the school in line with the school's aims.

Task: Please work through the tasks on this sheet in the time you have. This can be done on a computer if you wish or verbally if you prefer with a scribe, depending on the support you have at home.

1. Write a paragraph (3-6 sentences) explaining why you have the sanction that you have. Give specific details of your part in the incident and what led to you being given the sanction.
2. Write a paragraph (3-6 sentences) explaining whether or not you feel that your sanction is fair – if you disagree with the sanction please explain your reasons. Explain what you have learned from this experience.
3. Write a paragraph (3-6 sentences) explaining how you will improve your behaviour / actions from this incident. What will you do differently if you found yourself in the same situation again.

And then choose from **one** or more of the following:

- Write a letter to Mrs Hollingsworth explaining that you are sorry for your actions and what you will do to improve – please remember to set your letter out correctly with the date and salutation (Dear ...).
- If you had to give a speech to your class / friends on behaviour – what would you say? Write a speech that you could give to your class on why it is important to 1) be kind 2) be helpful 3) think of others 4) “be an upstander” not a “by-stander” – how you will help others who are having difficulties. This can be related to the Gresham's 3R's Code.
- Write a paragraph (3-6 sentences) explaining what you have learned from this experience and what you could have done differently if you had followed the Gresham's Code.
- Design a poster that will help other children in the School to behave in a positive way. Think about key words for your poster and some drawings / images to promote good behaviour.

A book will be provided for you to complete your tasks. Make sure your page clearly has your name written in full and the date. A copy of your work will go on your file on the school system.