



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 Pastoral	Michaelmas 2026	✓
Next review	Deputy Head Pastoral	Michaelmas 2027	

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 relationships, good manners and a secure learning environment play a crucial part in developing intellectually curious pupils who are motivated to become lifelong 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 2026*

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 staff are committed to excellence, aiming to foster 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 school's ethos is enhanced by listening to our pupils and 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 that arise day to day should be dealt with on the spot by the staff member present. All staff should share 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 to monitor and oversee behaviour so staff can pick up on any patterns. A change in a pupil's behaviour could signal a safeguarding incident or other pastoral concerns. Monitoring behaviour may also highlight patterns in where, when, how or why incidents occur, helping prevent similar incidents from happening again.

Accurate recording of incidents is also important 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 logged and reported on CPOMS. Actions from these meetings feed into weekly pupil welfare meetings.

Support systems for pupils

Support systems are in place for pupils who display negative behaviour or are victims of negative behaviour from other pupils. The school has a detailed pastoral support network overseen by the Head of Pastoral Care. All pupils have a tutor as their first 'port of call' if they display 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 Heads and Head of Prep.

A Welfare Team (Appendix 1) meets weekly to review the welfare needs of all pupils. Pupils who may have displayed negative behaviour will be discussed, as this 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.

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

Liaison with parents and other agencies

The school has strong links with parents. Parents are encouraged to 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 their child's behaviour and the specific support 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 meet with staff and parents, or this may be conducted off-site depending on the 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 addressing any form of unkindness, and all incidents should be recorded on the school's pastoral logging system, CPOMS. The Welfare Team will discuss any pupils who display negative behaviour linked to bullying, and put appropriate actions 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.

The school will respond to behaviour in a proportionate and context-dependent way. The response will take account of the seriousness and frequency of the behaviour, the circumstances in which it occurred, its impact on others, and any relevant individual needs. Sanctions will not necessarily be applied sequentially. Examples of formal sanctions and behaviour-management interventions include:

- A verbal reprimand.
- Missing free time, for example break time.
- Demerits.
- Extra Period (EP) or Head's Detention, which may include the setting of written tasks with a focus on re-education.
- Exclusion for a specified period (*a fixed-term exclusion*), removal from the school community or permanent exclusion.

In addition to the above sanctions, a pupil may also receive the following as part of their formal sanction:

- Completion or repetition of work where this is necessary to address incomplete, careless or deliberately unsatisfactory work
- Restorative or school-based tasks – such as picking up litter; tidying a classroom; or helping clear up the dining hall after mealtimes – these types of sanctions should, where possible, link to the negative display of behaviour by the pupil/s.
- Temporary loss of privileges, responsibility or position of trust, where this is proportionate and connected to the behaviour.
- Regular reporting to a member of staff, including morning check-ins, scheduled uniform or behaviour checks, or being placed 'on report' for a specified period
- Confiscation of items that are prohibited, being used inappropriately, or causing disruption (parents must be informed).
- Temporary withdrawal from a lesson or activity where necessary to manage behaviour, maintain safety or allow learning to continue.
- In appropriate circumstances, and where proportionate to the behaviour, withdrawal from a school trip, fixture, team event or other activity may be used

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

Where possible, any sanction should fit the negative behaviour displayed by the pupil, with a key focus on re-education and support rather than 'punishment'.

REWARDS AND SANCTIONS

Rewards

Positive Praise

All children enjoy receiving positive praise from staff. Where possible, praise should be given when a child has carried out a positive act. Staff should ensure this praise is consistent across all pupils and that there are no perceived 'favourites'.

Merits

Merits are given for good work and good behaviour. Teaching staff enter these directly into SIMS when awarded. These totals go towards the House Cup competition at the end of each term. Again, staff should try to ensure balance when 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 the teacher will enter these into the pupil diary as well as onto SIMS. 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 on 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 academics, 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 repeated negative behaviour. However, depending on the nature or seriousness of their conduct and any 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, 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 Zero – 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 Head of Phase or member of SLT. This re-educative step is 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, this 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 weekly. 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 the level of inappropriate behaviour.

Level 3 – Demerits

A member of staff can issue a Demerit for the examples given here, or if Level 1 repeats and the negative behaviour continues. The tutor should enter the Demerit in the pupil's diary and record it on CPOMS, alerting the Tutor, Head of Phase and Deputy Head Pastoral. A Demerit cancels out 2 Merits and affects the Inter-House Merit competition. The pupil must get the Demerit signed by the Deputy Head Pastoral, their Tutor and their parents; failure to do so could warrant a further Demerit (it is recommended these 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.

Examples of why a Demerit may be issued (this is not an exhaustive list):

- **Disruption to Learning** - calling out, repeated chatting, distracting others, silly behaviour, interrupting teacher, off-task behaviour, making noises, refusal to settle
- **Defiance / Non-Compliance** - ignoring instructions, arguing with staff, refusal to complete task, deliberate non-compliance, walking away, persistent rule-testing
- **Social Conflict / Peer Issues** - unkind comments, excluding others, teasing, minor arguments, friendship disputes, gossiping, inappropriate joking
- **Physical Behaviour** - pushing, rough play, play fighting, throwing objects, minor physical retaliation or rough behaviour without the intention to cause harm.
- **Organisation / Responsibility / Uniform** - missing equipment, lateness, forgotten homework, poor organisation, incorrect uniform, failure to meet deadlines
- **Respect and Manners** - rudeness, talking back, poor language, disrespectful tone, lack of manners, eye-rolling/mockery

- **Misuse of Property / Environment** - mess/littering, damaging property, misuse of equipment, graffiti, careless treatment of resources
- **Digital Behaviour** - inappropriate device use, misuse of school technology, unsafe online behaviour, gaming during lessons, inappropriate messaging
- **Unsafe Behaviour** - running indoors, unsafe play, climbing where prohibited, misuse of sports equipment, ignoring safety instructions

Depending on the seriousness of the incident, the above examples could result in a higher sanction. This includes discriminatory behaviour (such as racism, sexism, misogyny or misandry and religious discrimination), physical harm, bullying or theft.

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 (SLT). If a child is put into Extra Period for any reason, this should be recorded on CPOMS, alerting the Tutor, Head of Phase and Deputy Head Pastoral. The member of SLT taking the E.P. will write the E.P. into the pupil's diary, which should then be signed by a parent to acknowledge the sanction.

Level 5 – Head's 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 a period of time out of lessons, working with the Head of Prep or Deputy Heads to re-educate and to have time away from peers. A member of SLT will inform parents if a Head's Detention has been issued and completed, and records will be 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 accusations
- 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. The Deputy Head Pastoral reviews this daily, and it is also reviewed at the Welfare Meeting, with any additional actions taken. It is important that all staff members are 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 a **Behaviour** or **Work Report Card**. The child should present his or her card 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 report card should be reviewed daily by the Tutor or Head of Phase and reviewed with Senior Leaders regularly. When a pupil is placed on a report card, a record will be made on CPOMS, and parents will be kept informed throughout the process.

Monitoring of behaviour

The Deputy Head Pastoral, in conjunction with the Heads of Phase, Head of Pastoral Care and DSL, oversees the school's pastoral and behavioural aspects. All Unkindness Logs, Bullying Logs and other pastoral incidents are monitored through CPOMS and overseen daily by the Deputy Head Pastoral. Any issues or patterns 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 below, 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

Staff cannot use force 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. If stolen items are found, and they were stolen from within the school, the school will deal with the matter appropriately and notify the parents of the child concerned. If the stolen items came 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 **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 parents will not feel the need to complain about the operation of the Behaviour Policy, and that any difficulty can be handled sensitively and efficiently before it reaches that stage. However, the school's complaints procedures, which apply, are on our website. Copies can also be obtained on request. We undertake to investigate all complaints and to notify you of the outcome of the investigation within 28 days. We maintain records of complaints for three years after the pupil has left our school. There is a 3-stage process for dealing with complaints (see the Complaints Policy).

Pupil conduct outside of the school premises

What the law allows: Teachers may discipline pupils for misbehaving outside 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: cyberbullying, misuse of social media, verbal, physical and emotional bullying, criminal activities. Criminal activities will be passed on to 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

During boarding time, the Gresham's Prep School Code (Appendix 7) continues to be promoted. Rewards include boarders of the term (Star Boarder) and positions of responsibility for senior pupils, including Heads of Boarding.

With regard to sanctions, boarding should be seen as 'home time' rather than 'school time', and as such, we take a more relaxed approach. 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

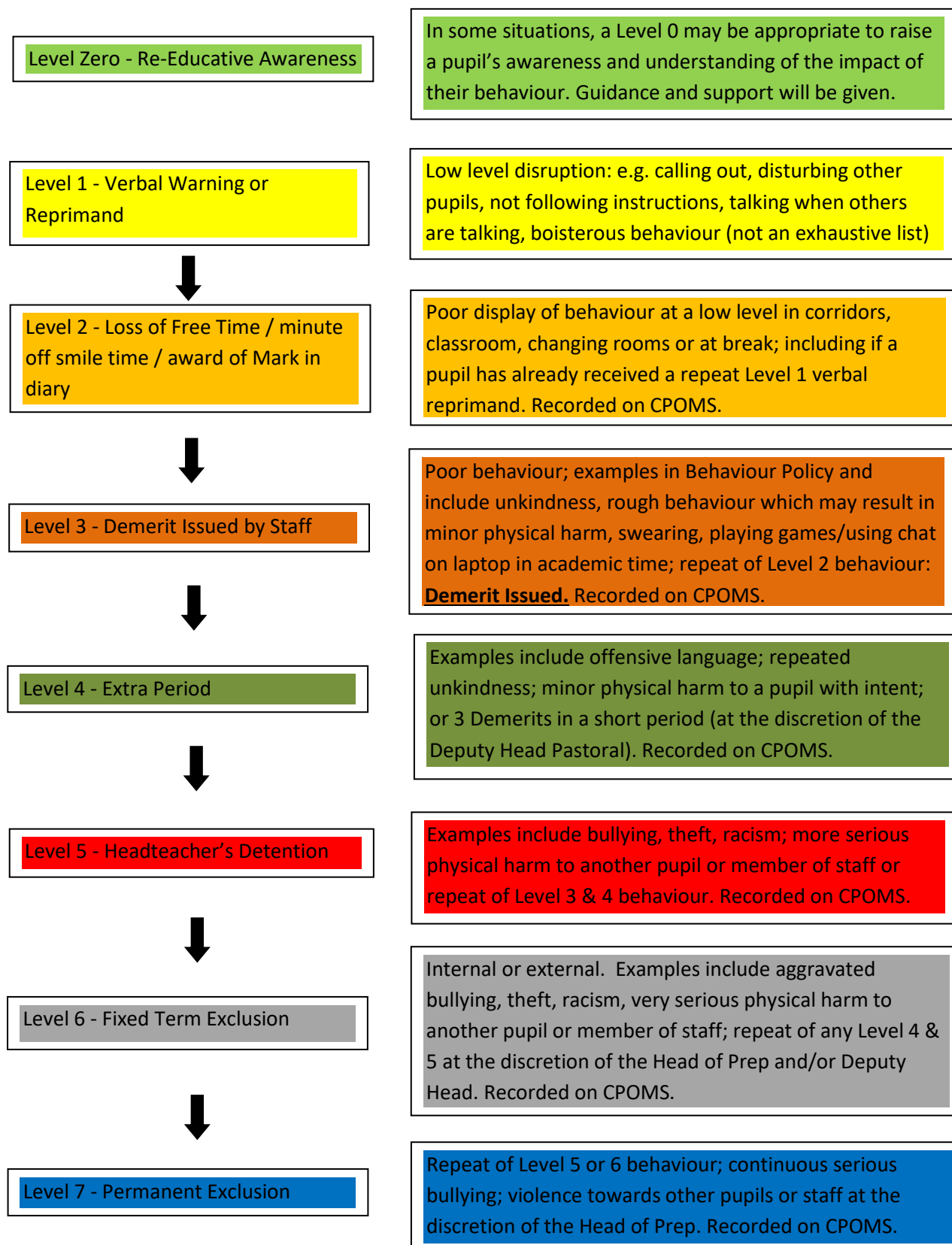
Chair

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

Sarah Hollingsworth	Head
James Oakden	Deputy Head Pastoral and DDSL
Nick Thomas	Head of Phase, Seniors (Yr 7 & 8) & Senior Master
Nick Matthews	Head of Phase, Upper Juniors (Yr 5 & 6)
Kate Gill	Head of Phase, Lower Juniors (Yr 3 & 4)
Kate Weeks	Head of Boarding & DDSL
Katie Fields	DDSL
Elliot Robinson	Lead Mental Health Nurse
Rev Jack Branford	School Chaplain

Appendix 2 - Behaviour Flow Chart



The above examples are not exhaustive; they illustrate the thresholds for each level. Parents will be informed of everything from Level 3 onwards (either through the pupil diary or by direct communication) if a sanction is issued and completed. 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 4 to 7 of the Behaviour Policy for further details.

Tutor						
Head Sarah Hollingsworth Deputy JRO Deputy HdRM DSL JF						
Head of Boarding, Kenwyn House: KW	Seniors NT				House Leaders: Borrow MW Reith ES Woodfoorde APO	
	8ALH Rm 7	8ER Library	8NT Rm 3	8VH Rm 11		
	7APO Rm 10	7ES IT Rm	7JAH Lower Lab	7SF Rm 9		7SS Kenwyn
	Upper Juniors NM					
		6LS Rm 4		6MW Rm 5		
		5CR Rm 1	5NM DT Rm	5SLR Art Rm		
	Lower Juniors KG					
		4HW Rm 12		4KH Rm 15		
		3KG Rm 17		3KF Rm 16		
	8					
7						
6						
5						
4						
3						

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 neatly, away from the face, 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.

If your child feels uncomfortable wearing a particular item on the uniform list, please consult the Head, who would be happy to discuss adjustments that still meet 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, pupils may wear only invisible retainers.

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 undercuts and rat 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 may 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. Pupils should follow the boarding rules for mobile phones when in the boarding house, including not taking them into the boys' or girls' boarding wings.
- 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 leading the trip 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 agreed principles to guide our collective approach to managing screen time, social media use, and online interactions responsibly and thoughtfully. 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 interaction, reducing screen time, and prioritising age-appropriate activities during our children's formative years.
- **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 children engage with content and online communities 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 help us make informed decisions about the suitability of digital content, ensuring our children engage with games and apps appropriate to 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 support the values of Gresham's Prep School and foster 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 pastorally underpins the school's ethos and is applied positively 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 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. You can do this on a computer if you wish, or verbally 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 relate 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.