



Barnard Castle School

PREPARATORY SCHOOL

Behaviour, Rewards and Sanctions Policy

This is a Prep School policy

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Behaviour, Rewards & Sanctions Policy

Policy Statement

Barnard Castle Prep School recognises that good behaviour is more likely to be achieved when pupils are **happy, engaged and inspired**, have **positive relationships** with those around them and can maximise their **potential**. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of School life is essential, as outlined in The Barney Way.

To this end, we seek to ensure that Barnard Castle Prep School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding. We value our sense of community, of particular concern is our caring attitude and respect for others within a safer environment.

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Barnard Castle Prep School does not permit corporal punishment during any activity whether on or off the School premises.

This policy applies to all pupils, including EYFS, when on the School premises, in the care of the School, whilst wearing the School uniform, or otherwise representing the School or associated with the School, for example on a School trip or visit.

The Head of the Prep School is responsible for overseeing the management of behaviour issues in the Prep School and the EYFS setting.

The Prep School Deputy Head is responsible for implementing sanctions for continuous behavioural issues and the day-to-day management of behaviour issues, including implementing sanctions for low level matters.

Aims of the Policy

- To promote an environment where all members of our community feel safe, happy, valued and respected, following The Barney Way
- To support a caring community where all are treated fairly, with values built on mutual trust and respect
- To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way
- To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the School and wider community
- To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently



This document should also be read in conjunction with the following policies and documents:

- Safeguarding Policy
- Exclusions Policy
- Anti-Bullying Policy
- Online Safety Policy
- Admissions Policy

At Barnard Castle Prep School, we work in partnership with parents to facilitate and encourage good behaviour. The prime responsibility for bringing up children belongs to their parents, but at School, we have a privileged responsibility to '*work with and support parents in caring for their children*'.

We aim to fulfil our responsibility through consistent modelling of good behaviour, dynamic and effective learning and teaching, the teaching of behaviour and self-regulation strategies, and an administered system of rewards and sanctions. We encourage pupils to develop self-awareness, self-regulation and self-discipline, alongside attitudes of tolerance, honesty, reliability and perseverance. These are reinforced through *The Barney Way* and our use of principles from the Zones of Regulation.

We aim to work closely with all those involved in the lives of our pupils in a supportive and cooperative fashion.

A Consistent Approach to Promoting Good Behaviour

All members of staff, including all support staff, are aware of this policy to create strategies and courses of action which reflect the ethos of the School and work on a day-to-day basis, through *The Barney Way*, Zone of Regulation and wider Character Education using the 'Barney Superheroes' which depict the behaviour characteristics expected of a Barnardian.

As part of the School's Continual Professional Development (CPD), training for staff about behaviour management is provided. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the School and the expectations of behaviours which are held.

We have an empathetic and supportive Class Teacher system. Pupils know they can approach their Class Teacher, or any member of staff with whom they feel comfortable and whom they choose to be part of their 'Hand of Support'. Pupils know that staff will listen and act fairly. Children who are new to the School each September, or join part-way through the year, are 'buddied' with a peer to help them through the routine of the first few weeks and through the expected norms of behaviour.

Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Academic Support Team and Prep School SENCO. Information is disseminated efficiently via Evolve, a child's Academic Passport, meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing difficulties. Supportive strategies are agreed with parents and are put in place for the management of the pupil's behaviour where needed. These are agreed and recorded on a

Welfare Plan or Passport, whichever is appropriate, and are regularly reviewed with all concerned.

School Leadership

The weekly Staff Briefing ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concerned about a pupil, advice and support are available from the Deputy Head, and Head of Prep. The Prep Deputy Head works closely with the Class Teachers to monitor the behaviour of pupils. All incidents and communication with parents about pupils' behaviour are documented on CPOMS.

The Deputy Head and Head of Prep are, however, kept informed about behavioural issues and can step into the procedure, if necessary, from a knowledgeable position.

Rewards

We have a code of conduct, promoting a sense of responsibility throughout the School which we have reinforced through promotion of 'The Barney Way'.

Be kind
Be polite
Be smart
Be organised
Be respectful

The Barney Way reflects the values which the School believes to be most important in life. It is a simple set of guidelines that pupils are encouraged to follow, whilst always using their common sense.

Merits

The staff are encouraged to praise and reward pupils for their good conduct, embedded in the Merit System. Pupils can receive merits for positive behaviour. Rewards and sanctions are age appropriate and reflect the level of understanding of the pupil.

Praise is frequently delivered. This can either be verbally, written on a pupil's work, or given in the form of a Merit (sometimes all three). Merits are awarded for good effort, good achievements, displaying the characteristics depicted by the 'Barney Superheroes' or following The Barney Way.

Merits are counted weekly, with two totals being kept – one for each individual pupil and one for the House. The House totals are read out in Assembly every Monday by the Year 6 House Captains and are displayed on the Merit board inside the Atkinson Hall.

As the pupils in Years 3-6 accrue merits they can achieve Bronze, Silver and Gold Merits, for every 25 merits obtained. In Pre-Prep, the children follow a Rainbow Scheme that awards colour coded certificates at 15 merit intervals. A Pre-Prep, Years 3 & 4 and Years 5 & 6 Book Token is awarded each term at our End of Term Gathering Service to the pupil who has accrued the most Merits.



Team spirit is fostered through inter-House competitions such as Music and Sport. Merits are awarded and go towards the House total. At the end of each term, the winning House is awarded the Merit Prize Shield at our End of Term Gathering Service.

Pompoms

We believe that a strong sense of community is a child's first and most important experience within the classroom. As such, we encourage children and adults to work together as a team towards a shared goal, promoting cooperation, respect, and a sense of belonging. Whole-class pompom jars are used to recognise and celebrate positive behaviour and teamwork; when the class achieves 100 pompoms, a shared celebration takes place at the end of the half term, such as Astro time, art and craft activities, or cooking. This approach is closely linked to PSHE objectives and provides valuable opportunities for children to reflect on how they worked together, what they did well, why they were successful, and what they can focus on next time. Celebrating success in this way reinforces positive behaviours, strengthens relationships, and supports children in developing the social and emotional skills needed to thrive as part of a community.

Special Mentions

There is a Celebration Assembly every Friday where all good work (academic, music and sport, co-curricular or acts of excellence) are recognised. One pupil from each class will receive a Special Mention handwritten by their class teacher. Pupils may also be referred to the Head of Prep for a Commendation and recognition of their hard work and efforts.

Heart of Gold

Heart of Gold Badges can be awarded to pupils for going above and beyond what is expected of them either at School or in the community. A golden badge is presented in assembly and worn with pride for two weeks.

Prizes are awarded for excellence and attainment in drama, academic, musical and sporting success and are presented at the end of the year Speech Day Celebrations.

Zones of Regulation

We recognise that children's emotions and levels of regulation can affect their readiness to learn, communicate and make positive choices. We use principles from the **Zones of Regulation** to help children develop the language and strategies they need to understand and manage their emotions.

Children are supported to recognise four different Zones:

- **Blue Zone** – lower states of alertness, such as feeling tired, sad or low.
- **Green Zone** – a calm and regulated state, where a child may feel happy, focused and ready to learn.
- **Yellow Zone** – heightened emotions or alertness, such as feeling worried, frustrated, excited or anxious.
- **Red Zone** – very intense emotions or heightened alertness, such as anger, panic or feeling out of control.



No Zone is considered a 'bad' Zone. Children will experience all of the Zones at different times. Our aim is not to expect children to remain in the Green Zone, but to help them recognise their emotions, understand their responses and develop appropriate strategies for managing them.

Adults support children through **co-regulation**, modelling calm responses and helping them identify strategies that may enable them to feel safe, regulated and ready to learn. Depending on the child and situation, these might include movement, breathing exercises, sensory resources, a quiet space, talking to a trusted adult or taking time to reset.

The Zones of Regulation do not replace clear expectations for behaviour. **We distinguish between feelings and actions:** all emotions are accepted, but not all behaviours are acceptable. Children are supported to understand that experiencing strong emotions does not remove responsibility for their actions. Where behaviour falls below our expectations, adults will respond calmly and consistently in line with this policy, while also considering what the child may need to regulate and successfully re-engage.

Sanctions

If a pupil's behaviour falls below the standard that could reasonably be expected of them, the School may use appropriate sanctions to reinforce the boundaries of acceptable behaviour and help the pupil understand the impact of their choices. Sanctions are intended to support pupils in taking responsibility for their actions, repairing relationships where appropriate, developing strategies to regulate their emotions and behaviour, and making more positive choices in the future.

We respond to behaviour calmly, fairly and proportionately, taking account of the circumstances of the incident and, where appropriate, the individual needs of the pupil. Discussion, reflection and support for self-regulation are important parts of our approach.

Pupils should be given an opportunity to explain what has happened and, where appropriate, sufficient time and support to regulate before engaging in a meaningful restorative conversation. Allowing a pupil time to regulate does not remove the need for an appropriate consequence; rather, it helps ensure that the pupil is able to reflect on what has happened, understand the consequence and learn from the experience.

Sanctions should:

- help the pupil understand why their behaviour was not acceptable and how it did not reflect The Barney Way;
- help the pupil understand the impact of their behaviour on themselves and others;
- support the pupil in taking responsibility for their actions;
- support the pupil in developing appropriate strategies to regulate their emotions and behaviour;
- discourage repetition of the behaviour; and
- help the pupil identify more positive choices and strategies for the future.

Sanctions should be fair, reasonable and proportionate. They are most effective when pupils understand both the reason for the consequence and what they can do differently in the future. Staff should respond to inappropriate behaviour consistently and calmly, while recognising that an appropriate response may vary according to the pupil's age, individual needs and the circumstances of the incident.

Playground incidents are recorded on CPOMS and reported to Class Teachers. Pupils should be aware of the boundaries of acceptable behaviour and be supported in developing the skills to manage their emotions and behaviour appropriately. These expectations and skills are reinforced positively through Assemblies and associated share time, class circle time, PSHE (Personal, Social, Health and Economic) Education lessons, the 'Barney Superheroes' embedded within the Curriculum, The Barney Way and the daily life of the School.

Sanctions should always be issued in a calm, measured and controlled manner and should never be used as a threat. Where an appropriate warning has been given and a sanction is subsequently issued, it should be followed through consistently. Staff should model the calm and regulated behaviour that we expect from pupils and, where appropriate, allow a pupil time and support to regulate before discussing the incident or its consequences.

If physical intervention by staff is necessary, for example during a playground incident, staff may act to avert "an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child themselves)". This applies to children in the EYFS as well as pupils in the rest of the School. Any such incident will be recorded in accordance with the School's procedures. Please refer to the School's Safeguarding Policy.

If a pupil's work or behaviour falls below the standard reasonably expected of them, an appropriate response or sanction may be used. When determining and applying this, staff should consider the following:

Any feedback should be constructive and help the pupil understand what they could or should have done differently.

The pupil should be helped to understand why their work or behaviour was unsatisfactory and, where relevant, the impact of their behaviour on others.

Where a pupil is dysregulated, they should be given appropriate time and support to regulate before being expected to reflect meaningfully on what has happened.

The pupil should be supported to identify strategies that may help them manage their emotions and behaviour more successfully in the future.

Wherever possible, subsequent improvement should be recognised and praised.

Physical intervention is a last resort to avoid harm, and all significant incidents, including seclusion, must be reported to parents.

Incomplete class work or homework can be completed or redone during a lunch time. Teachers may ask a pupil to return to the classroom after lunch if they deem the pupil's work to be below an acceptable standard.



Pupils' Behaviour

Playground

It is expected that pupils maintain the same high standards of behaviour outside the classroom as they do within it, and the same expectations apply. Where inappropriate behaviour is seen or reported, staff on duty will respond in a calm, fair and proportionate manner. Physical or unsafe play may result in a pupil being asked to take time away from the activity to regulate and reflect. Where behaviour is deliberately aggressive, persistent or presents a risk to others, an appropriate sanction may be given in line with this policy. Any physical act caused on purpose due to being in the 'red' zone will be awarded with a de-merit.

In Class

Responding to inappropriate behaviour or conflict between pupils Behaviour is supported through a positive, nurturing and age-appropriate approach. Children are helped to understand expectations, recognise and regulate their emotions, and make positive behaviour choices in a calm and consistent way. Where appropriate, adults may draw upon the language and strategies of the Zones of Regulation to support this process.

Behaviour is managed through clear reminders, warnings and proportionate consequences, giving children opportunities to regulate, reflect and improve their behaviour. While this staged approach provides consistency, staff may respond immediately to serious behaviour where necessary to safeguard pupils, staff or the wider School community.

At any stage, where a pupil is becoming dysregulated, an adult may provide appropriate support or time to help them regulate before continuing with the behaviour process. Regulation does not replace an appropriate consequence but helps the pupil to be in a position to understand, reflect on and learn from what has happened.

1. Reminder

Adults will give a gentle verbal reminder, clearly explaining the expected behaviour and referring, where appropriate, to classroom rules and The Barney Way.

Example: *"Remember our rule about kind hands."*

2. First Warning

If the behaviour continues, a first warning will be given. The adult will explain what behaviour needs to stop and what the child should do instead.

Example: *"This is your first warning. You need to sit on your chair properly."*

3. Second Warning

If the behaviour continues, a second warning will be given and the consequence will be clearly explained.

Example: *"This is your second warning. If this continues, you will need to move seats."*

4. Consequence

If the behaviour does not improve, an appropriate consequence will be put in place.

Consequences will be fair, proportionate and suitable for the age of the child. These may include:

moving to a different seat;

a short period during playtime for reflection or restorative work, where appropriate;
speaking with the Head of Prep or Deputy Head;
a short period away from the activity or situation to regulate and refocus;
loss of a short privilege;
completing learning in another room with adult supervision;
a demerit being given in line with the School's behaviour system; or
time to talk with parents or carers about the choices that have been made.

All consequences will be explained calmly, and children will be supported throughout.

5. Restorative Conversation and Reflection

After a consequence, adults will support the child to reflect on their behaviour using simple, age-appropriate restorative language. This helps children to understand their choices, recognise the impact of their actions on others and learn how to make more positive choices in the future. Once the child is calm and ready to reflect, adults may ask:

- "What choice did you make?"
- "Was that the right choice?"
- "How were you feeling at the time?"
- "How did your choice affect other people?"
- "What would have been a better choice?"
- "What will you do differently next time?"

Where appropriate, a restorative conversation may include the School's Four-Part Apology. This provides children with a clear structure for taking responsibility, recognising why their behaviour was wrong, considering how they will respond differently in the future and repairing relationships.

The Four-Part Apology is:

1. "I am sorry for..." – taking responsibility for what they have done.
2. It was wrong because..." – recognising why the behaviour was unacceptable and understanding its impact on others.
3. "In the future I will..." – identifying a more positive choice or response for the future.
4. Please forgive me so that we can get back to being friends." – seeking to repair the relationship and move forward positively.

Adults will support children with this process in an age-appropriate way. The emphasis is on helping pupils to give a meaningful and genuine apology, rather than simply requiring them to say "sorry". A child should be given appropriate time and, where needed, support to regulate before being expected to reflect meaningfully on an incident or make an apology.

The overall focus is on learning from behaviour, taking responsibility, repairing relationships where needed, and helping children feel safe, supported and ready to make positive choices.

In Pre-Prep, we use a three-dot system to provide a clear, visual way of helping children who need additional support with their behaviour to understand warnings and the consequences of their choices.

Each dot represents a warning within a lesson. If a child receives three dots during the same lesson, this results in a demerit.

The system is intended to help children recognise when they need to adjust their behaviour and give them opportunities to make positive choices before a demerit is issued.

Demerits

Demerits may be issued to pupils in Years 3–6 where behaviour falls below the School's expectations. A demerit will always be followed up with a restorative conversation to help the pupil understand the connection between their actions and the consequence, as well as to explore whether there may be an underlying reason for the behaviour.

Parents will be informed by the Class Teacher of any demerits given.

The Second Stage

Where a pupil's behaviour continues to cause concern, or where there is a pattern of repeated inappropriate behaviour, staff should bring this to the attention of the Class Teacher and/or Prep School Deputy Head. The pupil may then attend a series of reflection sessions with the Prep School Deputy Head.

These sessions are intended to help the pupil understand their behaviour, take responsibility for their choices and identify strategies that will help them to make more positive choices in the future.

During reflection, pupils will be supported to consider:

what has happened and why they are attending reflection;

how they were feeling at the time and whether this affected the choices they made;

which aspect of The Barney Way their behaviour did not reflect;

how their behaviour may have affected others;

what they could have done differently;

what they will do differently next time; and

what strategies or support might help them to regulate and make positive choices in the future.

Where appropriate, restorative work, including the School's Four-Part Apology, may form part of this process.

If these discussions identify underlying factors that may be contributing to the pupil's behaviour, consideration will be given to whether additional support is required. Where appropriate, an Individual Welfare Plan (IWP) may be introduced in consultation with parents. The IWP will identify appropriate support, strategies and agreed actions for the pupil and will be reviewed regularly with those involved.

Parents will be informed where concerns about a pupil's behaviour have reached this stage and will be involved in discussions about any additional support that may be required.

The Third Stage

Where concerns about a pupil's behaviour continue despite the reflection, support and strategies put in place during the Second Stage, the Prep School Deputy Head and Class Teacher will meet with parents to discuss the concerns and agree the next steps.

We strongly believe that working in partnership with families is important in helping pupils to make positive and sustained changes to their behaviour.

At this stage, it may be appropriate for the pupil to be placed on a report card. A report card may also be introduced where a pupil has accrued five demerits. The pupil will be given three clear and achievable targets, linked where appropriate to The Barney Way or the Barney Superhero characteristics, and will be made aware of the period for which the report will operate, usually one week.

The report will initially be managed by the Prep School Deputy Head. During this period, the pupil will report to the Prep School Deputy Head at agreed points during the School day to review their progress, recognise successes and identify any areas requiring further improvement.

Pupils with an Individual Welfare Plan (IWP) may also be placed on report where appropriate, once the agreed support and strategies within their plan are securely in place.

The Head of Prep and Deputy Head will be kept informed of the pupil's progress. Parents will receive feedback at the end of the reporting period, including recognition of positive progress as well as any continuing concerns.

If, at the end of the reporting period, the pupil has not met the behavioural targets set, they may undertake a further period on report, this time reporting to the Head of Prep. If sufficient progress is still not made following this additional period of support and monitoring, the pupil may progress to the Final Stage.

The Final Stage: Internal Suspension

At the Head of Prep's discretion, an internal suspension may be used before an external suspension is considered. This may be appropriate where a pupil's behaviour is sufficiently serious to require their temporary removal from normal lessons or activities, while the school considers that remaining on site, under appropriate supervision, is the most constructive and proportionate response. An internal suspension provides an opportunity for the pupil to reflect on their behaviour, complete their schoolwork away from their usual classes, and understand the changes expected of them. The decision to use an internal rather than external suspension will take account of the nature and seriousness of the behaviour, the pupil's individual circumstances and previous conduct, and the need to maintain a safe, respectful and orderly school community. An internal suspension is a school-based disciplinary measure and will not be formally recorded as an external suspension.

For persistent misbehaviour and serious offences, the Head of Prep will initiate procedures to:

External Suspension and Permanent Exclusion

- Suspend the pupil for a fixed period, which involves the following:
 - Parental involvement.



- A written statement from the Head of Prep detailing the offence and explaining related matters.
- Usually only for a short period of time. On occasions, pupils could expect to be suspended for a longer period given the severity of the offence and factors relating to premeditation.
- Permanently exclude the pupil from School. Offences which would warrant the Head of Prep recommending to the Chairman of Governors that this punishment included:
 - Most serious bullying.
 - Physical harm to others.
 - Involvement with illegal drugs.
 - Significant theft.
 - Other matters which should as a matter of course, also be referred to the police.

Only the Head of Prep (*or in her absence the Deputy Head*) may give such a sanction. Such extreme circumstances are very rare occurrences.

Following three external suspensions, a meeting will be held with the Head of Prep, Headmaster and the pupil's parents, at which point the pupil's continued place at the School may be considered.

Serious Behaviour Issues

Some behaviours may be sufficiently serious to require an immediate response and may therefore bypass the usual staged system of reminders and warnings outlined in this policy. Such behaviour may include, but is not limited to, deliberate or significant physical aggression, serious or persistent bullying, discriminatory or abusive language, significant damage to property, theft, serious defiance, or behaviour that places the pupil or others at risk.

Where a serious incident occurs, the pupil will be referred to the Head of Prep, Deputy Head, as appropriate. The circumstances of the incident will be considered carefully and the pupil will be given an opportunity to explain what has happened. Parents will be informed where appropriate to the seriousness of the incident.

The School's response will take account of the nature and seriousness of the behaviour, its impact on others, the pupil's age and individual circumstances, any relevant additional needs, and any previous patterns of behaviour. Understanding factors that may have contributed to an incident does not remove a pupil's responsibility for their actions, but may help the School determine the most appropriate response and any support required.

Depending on the circumstances, an appropriate response may include a restorative conversation, reflection time, a demerit, loss of a privilege or participation in a non-essential activity, an individual behaviour or welfare plan, internal suspension or, in the most serious cases, external suspension or permanent exclusion in accordance with the relevant School policy.

Where appropriate, pupils will be supported to reflect on their behaviour, understand its impact, repair relationships and identify how they can make safer and more positive choices in the future.

Only the Head of Prep, or in her absence the Deputy Head, may authorise a suspension or permanent exclusion.

Confiscation

If an item of pupil's property is being used inappropriately, or at an inappropriate time, staff have the right to remove it from the pupil. It should be kept safe until an agreed time (usually the end of the day) at which the pupil may come and ask for it to be returned to them.

Year 6 Responsibilities

Pupils in the Prep School aspire to hold a 'Position of Responsibility'; it is perceived as an honour. The Year 6 Monitors perform certain duties and have been asked to conduct tours of the School for prospective parents. All Year 6 pupils have the opportunity of being a Monitor following a formalised process at the start of each academic year. There are also opportunities for Year 6 pupils to be Head of House, Head Boy and Head Girl.

Before and After School Care

The same high standards of behaviour are expected and encouraged from all pupils who attend before and after school care. Should a pupil's behaviour fall below expectations, the incident will be handled within the bounds of this policy. Persistent poor behaviour will be reported to the Deputy Head.

Residential Visits

The same high standards of behaviour are expected and encouraged from all pupils who attend residential visits. Should a pupil's behaviour fall below expectations, the incident will be handled within the bounds of this policy. Parents are also requested to sign a consent form which details should a pupil's behaviour continue to fall below the expected standard, parents will be informed and asked to collect their child, at their own expense, with consultation with the Head of Prep.

Recording of Information

We use CPOMS, it is the central method for the recording of pastoral information and is used by all staff to record positive and negative behaviours, as well as to log pastoral concerns; associated meetings and discussions with parents are also logged. Teachers are vital in monitoring and communicating trends or concerns regarding pupils in their care. Incidents are also noted as a way of recording and passing information to a Class Teacher, SMT member as well as parents.

Liaison with Parents and Other Agencies

A culture of professional respect exists within the School and between the School and parents, enabling the pupils to learn good behaviour. Parents are supportive of the rewards system; however, there are occasions when a query from a parent concerning sanctions needs to be resolved. Parents are encouraged to bring these concerns to the attention of the School. The issues are resolved as quickly as possible.

Daily Parent/School communication goes through Homework diaries. Individual messages are written in by staff. Messages pertaining to a whole class or year group are printed on stickers and these are placed in the pupils' Homework diaries and/or sent via email.

Face to face conversations with parents is encouraged at times of the day when they will not hinder the daily routine for the class. Phone calls and particularly emails are used for effective and efficient parental communication. Staff will reply to emails within a 24-hour period (within working hours). iSAMS messaging is an on-line mass communication service used throughout the whole School. In the Prep School we use it for urgent messages such as sports fixture cancellations.

The School Counsellor is available by appointment for pupils or staff. Appointments for pupils are made with consultation to parents.

Managing Pupil Transition

There are effective transition strategies between Pre-Prep and Prep and between Prep School and Senior School.

Year group staff communicate regularly throughout the year, in advance of and after transition. Parents are invited to information meetings at the start of each academic year to guide them through the more significant changes in the pupil's School life as they move through Prep School.

The Year 6 Class Teachers and Prep School Deputy Head communicate with the Year 7 Form Tutors, HSMs and Deputy Head Pastoral Senior School during transition to brief them on pupils' pastoral and academic matters.

Each incoming teacher receives a full academic and pastoral handover of the pupils coming into their class.

