



BIRKENHEAD SCHOOL

Prep Code of Conduct

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Code of Conduct is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The Prep Code of Conduct aims to ensure pupils are respectful and considerate so that all pupils can flourish as positive, responsible and increasingly independent members of the school community.

Respect for Self

- Pupils should take increasing responsibility for their academic performance in School.
- Pupils should take increasing responsibility for completing and handing in homework.
- All pupils should respect themselves and the community by adhering to the Uniform Rules at all times. When School Uniform is worn, it should be worn properly, whether in or out of School.
- The uniform booklet is available on the School website, and must be followed.
- Pupils must bear in mind their 'digital footprint' and protect themselves by not posting anything online which could be harmful or compromise them in years to come. The E-Safety policy is available on request.

Respect for Others

- All members of the Birkenhead School community should demonstrate respect towards other members of the community, treat them with courtesy and be prepared to listen to their views, even views contrary to their own.
- Pupils should show respect to staff and other pupils by moving courteously and sensibly around the School site, for example holding doors open and offering greetings.
- The School is committed to eliminating bullying in all its forms and expects every member of the community to contribute to this by avoiding bullying or unkind behaviour and reporting bullying if it occurs; the approach to dealing with bullying or unkind behaviour in Prep is outlined in Appendix A below. The term 'bullying' includes cyber-bullying and sending of inappropriate images or messages. The Wi-Fi is monitored for harmful internet activity.
- All members of the community have a duty to act in a manner which does not endanger the safety of themselves or others, and pupils are not allowed to leave the campus during the School day unless collected from Prep Office by a parent/guardian.

Respect for Authority

- The neighbours of the School should be treated respectfully, and consideration of noise when arriving and leaving School is paramount.
- Pupils should respect the authority of staff and prefects.
- Disrupting learning is totally unacceptable; pupils should listen in silence when a teacher is speaking, and all should listen to and respect constructive contributions from others.
- All pupils have the same right to learn and receive attention.
- Pupils should enter or leave classrooms in a quiet and sensible manner.
- Pupils should be prepared for lessons, for example taking the correct books and equipment to a lesson that is not taking place in their Form room.
- Pupils are expected to listen carefully to their teachers and to follow instructions.
- Pupils should respond helpfully to any requests from the teaching staff, for example tidying up after an activity or before the end of a lesson.
- Members of the Estates Team, Support Staff and Catering Staff should be treated with the same respect as Teaching Staff.
- Pupils are expected to respond positively to any disciplinary measures, as outlined in Appendix B below.

Respect for the Community

- Visitors to the School should be treated with particular courtesy. Visitors should have right of way on pathways and into buildings, and should be greeted politely.
- The use of offensive language is not acceptable, this includes any sexist, racist or gender-offensive language. Any 'banter' which offends, will be treated as bullying.
- All pupils of Birkenhead School will learn to understand and observe the fundamental British Values: democracy, the rule of law, individual liberty and mutual respect for all.

Respect for Property

- All members of the School community should help to create and maintain a tidy and litter-free environment. Any members of the community who see litter, should pick it up, put it in a bin (and then wash their hands).
- Permission must be sought before using any item belonging to the School or to others.
- Graffiti and deliberate damage are not acceptable and should be reported to a member of staff.
- All damage, whether deliberate or accidental, will be the responsibility of the perpetrator of the damage.

Respect for Birkenhead School

- The School reserves the right to permanently exclude pupils for repeated breaches of this code of conduct. This includes deliberately endangering the members of the community, or behaviour that brings the name of the School into disrepute.

HRF 16th October 2026. To be reviewed March 2027.

Appendix A: Dealing With Bullying and Unkindness

As pupils make their way through Little School and Junior Prep, they are constantly learning and developing their understanding of what constitutes unkind or bullying behaviour. As children develop at varying rates, their grasp of what bullying is, is not always a clear one. Often, children accuse others of bullying with little consideration for how bullying is defined. Such accusations are taken seriously, but often the reality is the incident has been an exchange of unkind words or a disagreement between two children. We actively promote kindness throughout Prep through Form time and circle time, themed assemblies and PSHE; however, children are at a key developmental stage in their understanding of managing relationships and, at times, they can find consistent application of kind behaviour challenging.

When a child reports that another pupil has been unkind to them, Form teachers will carefully look into the issue and discuss what has occurred with the relevant children involved and any others who may be able to offer further insight. They may also seek further guidance from the Deputy Head of Prep, but the majority of these issues are either one-off incidents or examples of thoughtlessness. The children are given guidance on how to work together to resolve any differences and parents may be informed, if necessary. These incidents are logged on the Day Book which is part of our Management Information System.

As children's interpretation of incidents and behaviour can vary greatly between one another, ascertaining a clear and definitive picture of what has happened can be difficult. For parents, it can be equally challenging to grasp a full understanding of events when they only hear one perspective. In these instances, we encourage parents to seek further clarification from School before any judgements are made or conclusions drawn. We place significant emphasis on the need for honesty from all involved and look to draw out the learning opportunities that these incidents can offer.

When it is clear that a child has been subject to behaviour that has gone beyond unkindness or disagreement and can be defined as bullying, the matter is taken very seriously. The Deputy Head of Prep will work with Form teachers to investigate the allegation, recording and keeping all records centrally. The parents of those involved are met with to discuss the issue with appropriate sanction(s) put in place and support offered to the relevant children. Whilst it is important to be clear with the child who has been bullying that their behaviour is unacceptable, it is also important to gather further insight into the motivation behind their behaviour and any underlying difficulties they may be experiencing. One-to-one pastoral support sessions are provided with Nurse Parry as part of the rehabilitation process. Support for the child who has been the victim of bullying is paramount as the effects of bullying can be long lasting and detrimental.

Appendix B: Disciplinary Measures

We constantly promote good behaviour in order to ensure a safe and positive learning environment and the primary method for promoting good behaviour is positive reinforcement. There are, however, times when sanctions for poor behaviour are required. Before giving a sanction, we take into consideration any issues pertaining to pupils with SEND.

- We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task. In cases where children's work/behaviour is consistently poor (this is very rare) we move through our tiered sanctions options, as outlined in Appendix C below. This might involve a Pastoral Lead/Deputy Head detention, a removal of privileges or being put on report, for example.
- If a child is disruptive in class, we employ the 'Three Strikes' approach in Junior Prep. This involves an initial verbal reprimand, followed by a name on the board. If a child misbehaves for a third time, they will see the Junior Prep Pastoral Lead at the next break/lunchtime.
- If a child's behaviour endangers the safety of others, the class teacher stops the activity or lesson in order to deal with the situation; it may be that the child has to be excluded from the activity or lesson, in which case the help of another member of the teaching staff or a member of the Prep Senior Management Team would be enlisted.
- If a child has allegedly threatened or hurt another pupil, the class teacher investigates what has happened and talks to any pupils concerned to try and resolve the matter quickly, sanctioning where appropriate. If necessary, the teacher liaises with the Junior Prep Pastoral Lead, the Assistant Head (Little School) or the Deputy Head of Prep. Records of the incident are kept. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation with a view to improving the child's behaviour.
- In Juniors, teachers may use withdrawal of privileges as sanctions, and they may also ask a child to report to a supervised Work Room during lunch break. Pupils may receive a 'Red' entry in the Day Book for particularly poor behaviour. This is a record of behaviour on the School's information system.
- Teachers may refer pupils to the Deputy Head of Prep, who in turn may refer to the Head of Prep - this is considered a serious measure.
- In Key Stage 1 (Years 1 and 2), we use the 'Good to be Green' approach to managing behaviour.
- At the beginning of the week, all children start on green. Where behaviour falls below the expected standard, this is discussed with the child and a warning is given.
- If the same behaviour continues, the child may be asked to move their card to yellow.
- Should the behaviour continue following a further verbal warning, the child may be asked to move their card to red.

- This results in the child spending some of their Friday lunchtime with the Assistant Head (Little School).
- We strive to use this system fairly and proportionately, and only where behaviour falls well below the expected standard.
- In Reception, we also follow the 'Good to be Green' approach, adapted appropriately for the age and developmental stage of the children.
- At playtime, sanctions are normally dealt with by the member of staff on duty.
- In the first instance, a child will be given a warning and the member of staff will discuss what has happened and what behaviour would have been morning appropriate.
- If a further warning is required, the child will be given a five minute 'time out' on the first aid bench or steps.
- Serious or repeated poor behaviour should be communicated to the relevant teacher and, where appropriate, recorded or discussed with colleagues so that patterns of behaviour can be identified.
- At the end of a duty, any relevant information is handed over to the next member of staff on duty.
- For grave breaches of discipline, or out of necessity to protect other pupils or members of staff, the School operates an Exclusion Policy, which can be seen on request.

Appendix C - BIRKENHEAD SCHOOL

Stages of Behaviour Management and Sanctions: The Prep

Stage 1a

<u>Stage</u>	<u>Issue</u>	<u>Consequence</u>	<u>Responsibility</u>	<u>Record Location</u>
1a	Incorrect equipment for a lesson	Verbal Reprimand	Any teacher	
1a	Infringement of school uniform rules	Verbal Reprimand	Any teacher	
1a	Other minor infringement of school rules	Verbal Reprimand	Any teacher	
1a	General lack of respect eg: not holding a door, talking loudly in a corridor, disregard for equipment etc.	Verbal Reprimand	Any teacher	
1a	Low-level disruption in a lesson; may include things like swinging on chair, silly responses, for example.	Verbal Reprimand and ‘Three Strikes’ to come into effect. 1. Verbal reprimand. 2. Name on board 3. Name underlined on board and see TGB at next available break or lunch	Any teacher TGB	TGB on School Base (SB)
1a	Inside during breaks without permission	Verbal Reprimand	Any teacher	
	Form Teacher made aware if required	If needed for 1a, TGB to see pupil at the next available break or lunchtime	TGB	TGB to record on SB if required

Stage 1b

Stage	Issue	Consequence	Responsibility	Record Location
1b	Unsatisfactory or non-completed homework x3 without a parental note of explanation	Red Day Book entry Friday Session with TGB	Subject or Form teacher. TGB	SB
1b	Repeated incorrect equipment x3	Red Day Book entry Friday Session with TGB	Subject or Form Teacher TGB	SB
1b	Lateness (to lesson) with no valid reason	Verbal reprimand	Subject or Form Teacher	
1b	Repeated uniform infringements x 3	Red Day Book entry Friday Session with TGB	All staff TGB	SB
1b	Talking during 'walk in' following break and lunchtimes	TGB to speak to pupil with immediate effect.	Duty teacher and TGB	TGB to record on SB
1b	Unkind behaviour	Red Day Book entry Friday Session with TGB	Subject or Form teacher. Friday - TGB	SB
1b	Poor demonstration of Birkonian Values	Red Day Book entry Friday Session with TGB	Subject or Form teacher. Friday - TGB	SB
1b	Accidental damage through silliness	Red Day Book entry Friday Session with TGB	Subject or Form teacher. Friday - TGB	SB
	Three Red Day book entries – TGB interview	Discussed at Pastoral Meeting (RAH and TGB)	TGB	

Stage 2a

Stage	Issue	Consequence	Responsibility	Record Location
2a	Repeated disruption of others' learning despite three strikes warning	Red Day Book Entry TGB Friday Session Parents made aware by Form Teacher/TGB	Any teacher TGB	SB
2a	On-going unsatisfactory progress through poor attitude and lack of effort	Red Day Book Entry TGB Friday Session Parents made aware by Form Teacher/TGB	Any teacher TGB	SB
2a	Repeated lateness to a lesson without reason	See TGB at next available break or lunchtime	Any teacher TGB	SB

Stage 2b

Stage	Issue	Consequence	Responsibility	Record Location
2b	Disobedience	Red Day Book Entry TGB Friday Session Parents made aware by Form Teacher/TGB If required: Prep Daily Behavioural Report Consider 1:1/Nurse Deb intervention	FT TGB	SB
2b	Bullying behaviour (first occurrence or bystander, online or offline)	Red Day Book Entry TGB Friday Session Parents made aware by Form Teacher/TGB	FT TGB RAH	SB Central Bullying Log
2b	Swearing/pejorative language (first occurrence)	Red Day Book Entry TGB Friday Session Parents made aware by Form Teacher/TGB If required: Prep Daily Behavioural Report Consider 1:1/Nurse Deb intervention	FT TGB	SB
2b	Act of physical aggression	Red Day Book Entry TGB Friday Session Parents made aware by Form Teacher/TGB If required: Prep Daily Behavioural Report Consider 1:1/Nurse Deb intervention	FT TGB	SB
2b	Misuse of ICT (in or out of lessons)	Red Day Book Entry TGB Friday Session	FT TGB	SB

		Parents made aware by Form Teacher/TGB Consider 1:1/Nurse Deb intervention		
2b	Non-attendance at Friday lunchtime session	Red Day Book Entry TGB Friday Session Parents made aware by Form Teacher/TGB	FT TGB	SB
2b	Minor act of deliberate vandalism	Red Day Book Entry TGB Friday Session Parents made aware by Form Teacher/TGB If required: Prep Daily Behavioural Report Consider 1:1/Nurse Deb intervention	FT TGB	SB
2b	Mobile phone/SMART watch use without permission	Retained for the day and parents notified Red Day Book entry Friday session with TGB	Any teacher TGB	SB
	Five negative Day Book entries – RAH interview	In all of Stage 2 and above, there is the discretionary option of the removal of privileges. For example, sports captaincy, fixtures and trips.	RAH	SB

Stage 2c

Stage	Issue	Consequence HRF involvement in below, if needed	Responsibility	Record Location
2c	Systematic or repeated bullying (including online)	Deputy Head's detention Pupil and Parent meeting 1:1 bullying intervention program with DHC	RAH & DHP	SB Bullying form completed and kept centrally by RAH
2c	Repeated swearing or pejorative language	Deputy Head's detention Pupil and Parent meeting	RAH	SB
2c	Repeated aggression	Deputy Head's detention Pupil and Parent meeting	RAH	SB
2c	Deliberate damage to School property	Deputy Head's detention Pupil and Parent meeting	RAH	SB
2c	Abuse of IT facilities	Deputy Head's detention Pupil and Parent meeting	RAH	SB
2c	Sharing of images of students to bully or humiliate	Deputy Head's detention Pupil and Parent meeting	RAH	SB

Stage 3a

Stage	Issue	Consequence	Responsibility	Record Location
3a	Repeated Stage 2 despite intervention	Interview with HRF Parental Meeting Consideration of Fixed-term Internal or External Exclusion	HRF	SB
3a	Bullying despite RAH & HRF intervention	Interview with HRF Parental Meeting Consideration of Fixed-term Internal or External Exclusion	HRF	SB Central Bullying Log
3a	Obscene/pejorative language towards others	Interview with HRF Parental Meeting Consideration of Fixed-term Internal or External Exclusion	HRF	SB
3a	Racial, homophobic or misogynistic language towards an individual	Interview with HRF Parental Meeting Consideration of Fixed-term Internal or External Exclusion	HRF	SB
3a	Physical assault – isolated incident	Interview with HRF Parental Meeting Consideration of Fixed-term Internal or External Exclusion	HRF	SB
3a	Theft	Interview with HRF Parental Meeting Consideration of Fixed-term Internal or External Exclusion	HRF	SB

3a	Serious Health and Safety risk to others	Interview with HRF Parental Meeting Consideration of Fixed-term Internal or External Exclusion	HRF	SB
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Stage 3b

Stage	Issue	Consequence	Responsibility	Record Location
3b	Physical Assault - repeated	Interview with HRF Parental Meeting Fixed-term Internal/External Exclusion Consideration of Permanent Exclusion	HRF PRV	SB
3b	Bringing the School into disrepute	Interview with HRF Parental Meeting Fixed-term Internal/External Exclusion Consideration of Permanent Exclusion	HRF PRV	SB
3b	Publish photo/video images online to abuse or undermine teachers	Interview with HRF Parental Meeting Fixed-term Internal/External Exclusion Consideration of Permanent Exclusion	HRF	SB