BILTON GRANGE

PREPARATORY SCHOOL

BG Discipline and Rewards Policy

Advent Term 2026

1.0 INTRODUCTION

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline our system of rewards and sanctions
- Emphasise how we seek to promote positive behaviour in the school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles of different people in the school community with regards to behaviour management

2.0 SCOPE

The school's behaviour policy applies to all pupils when they are on school premises or in the care of the school, or wearing school uniform, or otherwise representing the school.

Through this policy, we seek to…

- Promote British Values
- Improve pupil self-esteem and resilience
- Enhance pupils' moral development
- Improve behaviour and relationships
- Promote equality, diversity and inclusion
- Develop pupils as global citizens
- Promote positive mental health and well being
- Provide pupils with strategies to stay safe in the Bilton Grange community and beyond
- Promote and embed the BG Values
- Promote and embed the BG Learner Profile

Staff, pupils and parents must be seen to work together to ensure good standards of discipline. We must be consistent in our approach and in what is expected of children and parents.

3.0 LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department of Education (DfE) on:

- Behaviour and Discipline in Schools (Jan 2016)
- Searching, screening and confiscation at school
- The Equality Act
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions
- Special educational needs and disabilities (SEND) code of practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

4.0 POLICY CONTENT

1.0 SECTION 1: BILTON GRANGE AIMS AND VALUES

1.1. A Bilton Grange education is grounded in strong values and high expectations which lead to a rounded character for every pupil. The broad aims of the school can be summed up as follows:
1.2. To provide a truly outstanding educational experience for all pupils that fosters excellence, breadth, a love of learning and a sense of fun.
1.3. To develop children with strong moral and intellectual character which is informed by spirituality, shaped by practice and celebrated by community.
1.4. To be a community which promotes equity, diversity and inclusion in a culture of respect and acknowledgement where each child is valued for what he or she can offer.
1.5. To encourage minds that are global in their outlook, resilient, reflective and willing to contribute to the world around them.
1.6. To attract, develop and retain exceptional staff who are restless in their commitment to the children and transformational in their teaching.

2.0 SECTION 2: THE BG CODE OF CONDUCT

At Bilton Grange we want pupils to develop a strong moral character. All Biltonians are expected to demonstrate the following characteristics at all times:
Kindness
Honesty
Respect
Positivity
Commitment

These values form the backbone of our culture and are reinforced at every opportunity.

3.0 SECTION 3: THE BG LEARNER PROFILE

We expect Biltonians to think for themselves and demonstrate strong Intellectual Character. Through our Bilton Grange Learner Profile, we seek to embed some core learning habits which will make our pupils more effective thinkers and enable them to adopt the correct attitudes, skills, knowledge and values.

From the earliest stages of learning, the children are encouraged to recognise the requirements needed to tackle certain tasks so that their efforts are natural rather than forced. When they learn, we want Biltonians to be:

Communicative & Collaborative
Enquiring
Versatile
Resilient
Reflective
Globally-minded

4.0 SECTION 4: BILTON GRANGE'S GOLDEN RULES

We expect all Bilton Grange pupils to approach daily life with good manners, kindness and respect. Each pupil is taught to recognise that everyone at the school has Rights and Responsibilities. These are:

Everyone has the right to be heard
Therefore, everyone has the responsibility to listen to others

Everyone has the right to express their opinion
Therefore, everyone has the responsibility to respect the individual thoughts of others even if we do not agree

Everyone has the right to feel safe at school
Therefore everyone has the responsibility to respect each person in the community, their belongings and the property of the school

In the classroom, we have expectations that every Biltonian is expected to uphold:

Arrive on time for every lesson and bring all necessary equipment and books.
Listen to and follow instructions without needing to be reminded.
Put up your hand in class when you want to contribute.
Be smart and presentable at all times. Look smart, think smart!
Look after your own property – make sure it is named and put away properly.
Look after property that belongs to other people, including the school.
Listen to others and encourage them if you think they need help.
Make sure you do not keep others from their work.
Take pride in classwork, always taking care to present work neatly.
Remember to say *Please, Thank you* and *Sorry* whenever appropriate.

If you can only remember three things, remember these:

- **Be kind**
- **Be ready to learn**
- **Treat others as you would like to be treated**

5.0 SECTION 5: BEHAVIOUR MANAGEMENT

5.1 GENERAL PRINCIPLES

The staff at Bilton Grange are responsible for setting the tone and context for positive behaviour within the classroom and around the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the BG Code of Conduct and Golden Rules
- Develop a positive relationship with pupils, which may include:
    - >Greeting pupils in the morning/at the start of lessons
    - >Establishing clear routines
    - >Communicating expectations of behaviour
    - >Highlighting and promoting good behaviour
    - >Concluding the day positively and starting the next day afresh
    - >Having a plan for dealing with low-level disruption - this could include changing the seating plan, support of HoD
    - >Using positive reinforcement.
- The focus of behaviour management is positive, supportive and not confrontational. Shouting to intimidate is never acceptable.
- Children are treated with respect and allowed both choice and control of their own behaviour.
- A clear distinction is made between the child and his or her behaviour. There can be bad behaviour but there are no bad children.
- Adults take responsibility for ensuring that children grow in awareness of the consequences of their behaviour.
- Staff are consistent about their expectations of pupils' behaviour and share those expectations with parents.
- Staff support each other.
- Staff actively draw attention to desirable behaviour. Pupils know that their cooperation is both expected and appreciated.

5.2 REWARDS

Positive behaviour and reinforcement is emphasised at all times

Praise is used to:

- Reinforce the rules as children learn more quickly when given positive feedback
- Draw other children's attention to appropriate behaviour
- Give emphasis to the wanted behaviour, rather than the unwanted
- Encourage self-esteem and an ethos of friendly acceptance

- Encourage children to make choices so that they can recognise that good behaviour is rewarded.

5.3 PRE-PREP CHILDREN

See Annex 3 for rewards and sanctions in Pre-Prep

5.4 REWARDS

Juniors to 6th Form

Verbal and written Praise

Verbal praise should be used where appropriate to reinforce standards of work and behaviour. It may apply to individuals, groups or whole classes. Written praise should be used where appropriate to reinforce expected standards of work.

5.5 STICKERS

To promote cohesion and working together for their section; pupils may be rewarded with a sticker from a member of staff; this could be for displaying a BG Value or showing a BG Learner Profile disposition. The sticker will be placed in their Prep Diary, recorded on iSAMS and exchanged for a token that pupils will put in their section pot in North Entrance. This promotes a visible display within the community that children can see they are contributing towards. These are counted every half term and the winning section announced in assembly.

BG Values
Kindness
Honesty
Respect
Positivity
Commitment

BG Learner Profile
Communication & Collaboration
Enquiry
Versatility
Resilience
Reflection
Global awareness

5.6 STARS OF THE WEEK

Tutors will select a pupil to be their Star of the Week. This is an award given to children who have gone over and above in their Learner Dispositions or in their behaviour around school. Each pupil will receive a certificate and an early lunch pass for them and a friend.

5.7 GROUP AWARDS

Staff are able to nominate a form, set or group to receive the 'Form / Group of the Week' trophy which will be presented each Monday morning. This recognises the group which has collaborated the most effectively over the course of a week.

5.8 HEADMASTER'S AWARD

Each week, the Headmaster will have an allotted time to see pupils who have completed an exceptional piece of work or have received a significant number of BG Value/Learner Profile points.

5.9 THE BILTON CUP

The Bilton Cup is awarded, termly, to a pupil who has shown high levels of effort across all areas of school life throughout their time at Bilton Grange.

5.10 THE SECTION CUP

The Section Bilton Cup is also awarded, termly, to the Section with the highest average mark.

5.11 RECORDING

Staff will record all BG Value and BG Learner Profile points on ISAMS. These are then available for parents and pupils to view on My School Portal.

In the Headmaster's weekly assembly, the following are often presented and/or announced:

Certificates for 10, 20 or 30 BG Value Points
Certificates for 10, 20 or 30 BG Learner Profile Points
Certificates for chorister of the week
Certificates for Boarder of the week
Certificates for star of the week

Certificates for 'player of the match' or 'sports person of the week'

Trophy for 'Form or Group of the Week'

6th Form Pupils (Year 8) have the opportunity to take on positions of responsibility. Senior staff choose the Head and Deputy Head Boys and Girls and in addition there are School and Section Prefects. Pupils may also attain a position of responsibility within their section or as a team captain or as a member of the School or Food Councils or as an Eco-trooper or Charity Committee member. Boarders might also gain positions of responsibility in the Boarding House.

6.0 SECTION 6: SANCTIONS

6.1 SANCTIONS

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

Misbehaviour is defined as:
Disruptions in lessons, in corridors between lessons, and at break and lunchtimes
Non completion of classwork or homework
Poor attitude
Incorrect uniform

Serious misbehaviour is defined as:
Repeated breaches of the school rules
Any form of bullying
Sexual violence, such as rape, assault by penetration, or sexual assault (including sexual touching without consent)
Sexual harassment, meaning unwanted conduct of a sexual nature, such as

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nudes or semi-nudes images and/or videos, or sharing of unwanted explicit content

Vandalism
Theft
Fighting and aggressive behaviour
Smoking
Racist, sexist, homophobic or discriminatory behaviour
Possession of any prohibited items. These are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

6.2 USE OF SANCTIONS

Disciplinary sanctions have three main purposes, namely to:

Impress upon the child that what he or she has done is unacceptable
Deter the child from repeating that behaviour

Signal to other pupils that the behaviour is unacceptable and deter them from copying it.
Sanctions are more likely to promote positive behaviour if pupils see them as fair.
All staff in charge of pupils have the power to discipline.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

A verbal reminder about the expected behaviour
A verbal reprimand

A pupil may be asked to leave the class and go with a member of staff to the room of regulation – they will be given time to regulate and to complete work
Expecting the work to be completed at home, or at break or lunchtime
Referring the pupil to the Head of Phase or senior member of staff
Letters or phone calls home to parents
Agreeing a behaviour contract
Removal of a privilege such as a post of responsibility

At Bilton Grange, persistent inappropriate behaviour will not be ignored. If a child continues to behave inappropriately, despite all the reinforcement of praise and rewards, a hierarchy of sanctions appropriate to the age of the child will be implemented to correct this behaviour.
The Heads of Phase, Assistant Head Pastoral and Deputy Headmaster will meet together on a regular basis to review pupil behaviour, identify trends and discuss ways forward.

6.3 TYPES OF SANCTIONS

SANCTIONS – WORK

It is the responsibility of each member of staff to ensure that the work that they set is completed to their satisfaction. If a child fails to do this, they must be given the opportunity to complete the task in their own free time or in a supervised catch-up session and usually within 72 hours. If a child has still not completed the work, the Head of Department and tutor should be informed and a work detention supervised by the Head of Department should ensue.

SANCTIONS – BEHAVIOUR

Unsatisfactory behaviour will not be tolerated. Staff should establish clear and consistent standards in the classroom and around school. There will be times when staff will need to admonish and punish; it is important to be supportive and consistent at this time. In such cases as using the system of Support Notes and Minor Marks, these will be recorded on the iSAMS system which in turn informs the pupil's tutor, Head of Phase, Assistant Head Pastoral and Deputy Headmaster.

6.4 THE FOLLOWING FORMS OF SANCTIONS ARE USED:

A verbal warning is given, followed by the need for a reminder and if behaviour persists, results in a Support Note recorded on ISAMS
This is for misbehaviour such as disruptions in lessons, in corridors between lessons, and at break and lunchtimes. Non-completion of classwork or homework, poor attitude, incorrect uniform or not attempting to follow the Bilton Grange Code of Conduct.

Minor or double minor may be awarded for
Such behaviour as lying, physical damage, unkindness, physicality as listed on ISAMS

Detention with the Deputy Headmaster or Head of Phase
Detention is given when a child has had time out (the opportunity to reflect on his/her behaviour) but has continued to display unacceptable behaviour following the issuing of 3 minor marks in any one quarter of term.

Detention is the final sanction and must only be used for low level disruptive behaviour when all the above steps have been followed, consistency is the key. Work during detention should be purposeful and related to the child's age and expectations. Reflection sheets should be included.

Parents/guardians will be informed, and detentions will take place within the school day.
Pupils should be encouraged to reflect on their actions and using a reflection sheet allows the child to think about their behaviour and accept the consequences of their actions.

This should include:
What have I done?
How can I change this?

Serious Misbehaviour
A detention may be the first step for more serious behaviour, as outlined in the sanctions, serious misbehaviour section. Pupils will be interviewed by the Deputy Headmaster and Head of Phase who will immediately begin an investigation before deciding on which sanction is most appropriate.

Parents will be kept informed at all stages of an investigation, as will the Headmaster.

All incidents of serious misbehaviour will be recorded on the school's Sanctions log maintained by the Deputy Headmaster.

EXCLUSION

This is used as a very last resort when a child's behaviour is totally unacceptable and /or may be used when there is danger of a pupil/s endangering his or her own safety, or that of other members of the community.

Internal exclusion can be used in the form of a Deputy Head's extended detention, but parents must be informed, and a record made of the reason and the length of time used. This may include working on their own, supervision by a member of the senior leadership team, Deputy Head or Headmaster.

Fixed term exclusion away from school. The first exclusion for any child is likely to be a fixed term, depending on the circumstances. Usually this would be 1 to 3 days (this can be extended up to 5 days)

Permanent exclusion will be explored as appropriate. See Permanent Exclusion and Required Removal Policy for further details.

7.0 SECTION 7: IMPORTANT INFORMATION ABOUT BEHAVIOUR

7.1 BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately harmful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, biting, pinching, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based	Taunts, gestures, graffiti or physical abuse focused on protected characteristics (e.g. gender, race, sexuality)

• Gendered (sexist) • Homophobic/ biphobic • Transphobic • Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, belittling, leaving someone out
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites For example, sending nasty messages, posting unkind content online, sharing photos or videos.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

7.2 ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Comments will never be dismissed as 'banter' or 'part of growing up' and quick action will be taken.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be in accordance with this policy.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out a risk assessment, where appropriate, to help determine whether to:

Manage the incident internally
Refer to early help
Refer to children's social care
Report to the police

Please refer to our child protection policy for more information.

7.3 OFF SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupils is:

Taking part in any school-organised or school-related activity (e.g. school trips)
Travelling to and from school
Wearing school uniform
In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school
Poses a threat to another pupil or member of the public
Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school organised trip).

7.4 MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help, if so, a referral to children's social services may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policy.

7.5 PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a pupil: please refer to the **Restrictive Interventions Policy**

7.6 CONFISCATION

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to the pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they may have underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Staff should consult the Deputy Headmaster if they are unsure as to whether reasonable adjustments should be made.

7.8 SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or likely to suffer, significant harm. Where this is the case, we will follow our child protection and safeguarding policy.

7.9 PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings ahead of the school year.

6th Form (year 8) pupils are prepared for transition to secondary school during the 6thForm Leavers Programme.

Those leaving to state schools at the end of Year 6 are visited by a member of staff from their new school where possible.

To ensure that behaviour is continually monitored and the right support is in place, information related to a pupil's behaviour issues may be transferred to relevant staff at the start of the term or year.

7.10 TRAINING

Our staff are provided with training on managing behaviour.

Behaviour management will also form part of continuing professional development.

7.11 MONITORING ARRANGEMENTS

This policy will be reviewed at least annually with the allocated Governor, including an update and review of the effectiveness of procedures and their implementation.

5.0 POLICY OWNER

Deputy Head, Bilton Grange Preparatory School

6.0 RELATED POLICIES AND GUIDANCE

This behaviour policy is linked to the following policies:

Rewards and Sanctions in Pre-Prep document
Boarding House Booklet
Anti-Bullying policy
Permanent Exclusion and Required Removal Policy
Child Protection and Safeguarding policy
Mental Health and Well Being policy
PSHE policy
RSE policy
Online Safety policy
Restrictive Interventions Policy
Annex 2: Searching and Confiscation Policy
Annex 3: Pre-Prep Rewards & Sanctions Policy

7.0 FURTHER INFORMATION

This policy will be reviewed annually in the Trinity Term

Annex 1

THE BG CODE OF CONDUCT

At Bilton Grange we want pupils to develop a strong **moral character**. All Biltonians are expected to demonstrate the following characteristics at all times:

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REWARDS SUMMARY

BEHAVIOUR	WORK
Verbal Praise or Encouragement	Verbal Praise or Encouragement
Stickers - awarded by staff for helpful/Thoughtful/good behaviour	BG Learner Profile Points – awarded on Isams certificates in assembly
Star of the week- awarded by staff; go to the front of the lunch queue with a friend	Headmaster's Award
Dispositions – awarded by staff Certificate and tutor group reward	
Bilton Cup- awarded each term to pupil who has shown outstanding effort	
Section Cup awarded termly to the section with the highest average mark	

SANCTIONS SUMMARY

BEHAVIOUR IN LESSONS	BEHAVIOUR OUT OF LESSONS
Verbal warning as appropriate	Verbal warning as appropriate
Support Note - behaviour persists after reminder of warning Recorded on iSAMS	Support Note - behaviour persists after reminder of warning Recorded on iSAMS

Minor/double minor

Awarded for unkindness/lying/ physicality- as listed on ISAMS

Head of Phase Detention

3 minors in any one quarter or more serious offences -rudeness, bad language etc

Extended Deputy Headmaster's Detention

This may be used for more serious offences, such as bullying/dangerous physicality

Internal, Fixed or Permanent Exclusion

Work - Children should be given the opportunity to catch up; failure to do so should be supervised within the department

Annex 2:

SEARCHING AND CONFISCATION POLICY

All schools have a general power to impose reasonable and proportionate disciplinary measures on pupils (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation complies with the DfE's guidance, Searching, Screening and Confiscation (July 2022).

1.0 Prohibited items

1.1 The School deems the following to be "prohibited items" in accordance with Section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

1.1.1 knives or weapons, alcohol, illegal drugs and stolen items;

1.1.2 tobacco and cigarette papers, fireworks and pornographic images;

1.1.3 any article that a member of staff reasonably suspects has been (or is likely to be) used:

- to commit an offence; or
- to cause personal injury to, or damage to the property of, any person (including the pupil); and
- any item banned by the School Rules.

1.2 The School has banned items that are reasonably believed, potentially, to cause harm or disruption. Pupils must not have these items in their possession on School premises or when they are in the lawful charge and control of the School (for example, on a School trip).

2.0 Searching with consent

2.1 The pupil will usually be asked to consent before any search is undertaken. The age, maturity and any special needs of the pupil will be taken into account when considering their ability to consent. Written consent will not usually be required.

2.2 If the pupil refuses, disciplinary action may be taken in accordance with the School's 'Discipline and Rewards' Policy.

3.0 Searching for prohibited items

3.1 Where the Head or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, no consent is required and the search will be carried out. Reasonable force may be used during such a search, with the exception of searches for items only banned periodically by the Deputy Head, such as Smart watches or light emitting pens.

3.2 The Head can carry out searches and retain or dispose of items in accordance with this policy. He has also authorised the following staff members to do so:

• The Deputy Head and members of the SLT;

• Members of the Security Staff;

• Houseparents

3.3 Searches will be carried out on School premises or where the member of staff has lawful control or charge of the pupil (for example, on a School trip or in training settings). When pupils travel outside England on a School trip, a condition of participating in the trip will be that pupils give consent to any search considered necessary by an authorised member of staff when they are outside England.

3.4 If there are reasonable grounds for suspecting that a pupil has a prohibited item, it may be appropriate for an authorised member of staff to carry out:

- a search of outer clothing;
- a search of School property (for example, a room in a boarding house, a locker or a desk); and/or
- a search of personal property (for example, a bag or pencil case).

3.5 Searches will be conducted in a manner that minimises embarrassment or distress. Unless the circumstances are immediately dangerous (see 3.5.1), searches will be carried out in the presence of another member of staff. Where possible, the searcher and the second member of staff present will be the same gender as the pupil.

3.5.1 Where it is reasonably believed that serious harm may be caused to a person if the search is not immediately carried out, a member of staff may carry out a search of a pupil of the opposite sex and/or in the absence of another staff member.

3.6 Where authorised staff find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and seek permission form the Head or Deputy Head to dispose of that item in accordance with this policy.

3.7 There is no legal requirement for the School to inform parents before a search takes place or to seek their consent, and it is not generally practical to do so. However, the School will inform parents of any search that takes place and provide details of any items found.

3.8 The School will keep a record of searches which can be inspected by the parents of the pupil(s) involved, subject to any restrictions under the School's 'Data Protection Policy'. Responsibility for overseeing this record lies with the Deputy Head.

4.0 Confiscation

4.0.1 Under the School's general power to discipline, a member of staff may confiscate a pupil's property as a disciplinary penalty where it is reasonable to do so. Retention or disposal of any item requires the permission of the Head or Deputy Head.

4.0.2 Confiscation may take place whether or not a pupil has consented to a search.

4.0.3 In appropriate cases, we will consult parents about how the School should dispose of certain items.

4.0.4 The School will take reasonable care of any items confiscated from pupils. However, the School does not accept responsibility for loss or damage to property (unless negligent or guilty of some other wrongdoing causing injury, loss or damage).

4.1 Handling of confiscated items:

4.1.1 Alcohol will be disposed of by pouring into a drain or being placed into a refuse bin.

4.1.2 Controlled drugs will usually be delivered to the police as soon as possible. The Head may decide that drugs may be destroyed without the involvement of the police if he thinks there is an exceptional reason to do so.

4.1.3 Other substances which are not illegal drugs but are harmful or detrimental to good order and discipline (for example "legal highs"), may be confiscated and, with the Head's permission, destroyed. Where it is unclear whether the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as per item 4.1.2.

4.1.4 Stolen items will usually be delivered to the police as soon as possible. However, they may be returned to the owner without the involvement of the police if the Head or Deputy Head thinks there is good reason to do so. This is likely to apply to items of low value (for example, pencil cases).

4.1.5 Tobacco products or cigarette papers will be destroyed.

4.1.6 Fireworks will be disposed of safely and at the discretion of the Head or Deputy Head (this includes donating the fireworks to an appropriate charity).

4.2 Pornographic images:

4.2.1 These will be handed to the police as soon as practicable if images involve children or constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008. As possession of such images may indicate that the pupil has been abused, the School's Head of Safeguarding (DSL) will also be notified, and the matter may be referred to children's social care.

4.2.2 Staff who discover these should discuss them with the School's Head of Safeguarding (DSL) if they do not constitute "extreme pornography". The images may

then be passed to children's social care for consideration of any further action. If no action is taken by the local authority, the images will be erased after a note confirming the nature of the material has been made for disciplinary purposes.

4.3 Articles used to commit an offence may be delivered to the police, returned to the owner, retained or disposed of at the Head or Deputy Head's discretion.

4.4 Weapons or items which are evidence of an offence will be passed to the police as soon as possible.

4.5 Items banned under the School Rules, including items that are banned periodically by the Head or Deputy Head, may be returned to their owner, retained or disposed of at the Head or Deputy Head's discretion.

4.6 Electronic devices may be searched and erased if there is good reason to suspect that the device can (or has) been used to cause harm or break School rules. Alternatively, the Head, Deputy Head and DSL may retain it as evidence of a breach of School discipline or a criminal offence and may hand it over to the police for investigation. Where devices are used to disrupt teaching, the device may be collected by a parent and the pupil will be prohibited from bringing any device onto school premises or on school trips.

5.0 Complaints about searching or confiscation

5.1 Complaints about searching or confiscation will be dealt with through the School's complaints procedures.

Annex 3:

Pre-Prep Behaviour, Rewards and Sanctions Policy

Aims

- To create a safe and happy environment where exemplary behaviour enables all children to feel secure and respected and therefore able to learn effectively.

This policy is based on our belief that:

- Every child is capable of exemplary behaviour
- Positive, targeted praise is more likely to change behaviour than blame and punishment
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
-

Visible Adult Consistencies

Strategies and phrases used by ALL adults that work in the Pre-Prep. The greater the consistency of approach, the more effective the policy will be:

- **First attention for best conduct** – staff will always be alert to children doing the right thing in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- **'Super Smarts' and 'Check your buddy'** - High expectations of dress/presentation – every child should look smart when moving around the school. Every adult should stop a child if they see them not looking smart. Every child should look smart on leaving the building, including wearing their blazer.
- **'Wonderful Walking'** – expected whenever we move around school or from the playground. Wonderful walking in calm, quiet, smart and orderly.
- **'Lovely Line up'** – silent, in space, not touching others, facing forwards
- '**Non-verbal cues'** - a raised hand or 'copy me' game to be used for attention in class and in the lunch hall.

The 3 Rules:

1. **Be Safe** – I will look after myself and others, following appropriate instructions from adults
2. **Be Kind** – I will use kind words and kind hands to those around me and listen and talk politely to adults, respecting our school and other people's possessions.
3. **Be Ready to Learn** – I will help myself and others by looking smart, being in the right place, with the right equipment and ready to listen and complete my work.

Ways that we recognise good behaviour/effort:

Method		Nest	Reception	Year 1-3
Stickers and Marbles in a collective jar	Stickers make a good home/school link where praise can be shared	✓	✓	
Verbal praise and recognition	a simple 'thank you for…'. This is effective if shared with home	✓	✓	✓
Recognition Boards	Displays in the classroom showing each of the Superskills. Children's names/pictures can be added as they show the skill. Classes could have a reward e.g. a silly dance, class chant if all children make it on to the board.	✓	✓	✓
Super Skills Cups	Awarded to one child in each class for a specific Super Skill. Individual praise in Headmaster's Assembly and a handwritten note accompanies the certificate home. All children receive this award once per term.		✓	✓
Section Challenge	Section Tokens can be given by all members of community. Tokens are added to the jar and the winning Section each term has the cup displayed with their colour ribbons, presented to the Section Captains in assembly. Can be awarded regularly to children as desired.			✓
The Golden Ticket	For Over and Above behaviour, a golden ticket could be presented by anyone in the staff community for **outstanding** behaviour. The Golden Ticket is brought to KG's office the bell is rung! Golden tickets are super special! The ticket is signed by KG and goes home (often accompanied by a phone call).			✓

Responses to minor unacceptable behaviours:
This section outlines the steps an adult should take to deal with poor behaviour in the classroom or on the playground. It helps to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'

1. Recognise the unacceptable behaviour and restate the appropriate. Emotional recognition is important 'I can see that you are…'
2. Give choices and thinking time (I am going to set the timer and when the sand runs out, I would like you to be sitting ready to work).
3. Remind the child of the behaviour they are capable of.
4. Immediate inconveniences – 2 minutes late for break, move to the back of the line, moved seating, community payback e.g. tidy a cloakroom.

Children should be praised in public and reprimanded in private.

Responses to more significant unacceptable behaviours

<table>
<tr><td>Reminder (reinforce the rules – privately if possible)</td><td colspan="2">I noticed you chose to … (state the noticed behaviour).
This is a REMINDER that we need to Be … (state relevant rule: Ready, Respectful, Safe).
You now have the chance to make a better choice. (Language of choice here avoids a child being backed into a corner and gives them a sense of control)
Thank you for listening. (Give the child ‘take up time’ and DO NOT respond.)</td><td>I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.</td></tr>
<tr><td>Final warning</td><td colspan="2">I noticed you chose to … (state the noticed behaviour).
This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.
(Insert child’s name) … if you choose to break our school rules again, you leave me no choice but to ask you to move to …
Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.
Thank you for listening. (Give child ‘take up time’ and DO NOT respond.)</td><td>‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you carry on you are choosing to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</td></tr>
<tr><td>Space to cool off /calming time…</td><td>1. In class – I noticed you chose to … (state the noticed behaviour). You need to go to … (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes
2. In another class… I noticed you chose to … (state the noticed behaviour). You need to go to … (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.</td><td>5 mins, if behaviour improves return to class

Child escorted to a designated colleague. Possible removal of privilege / playtime. Parents informed. iSAMS incident record</td><td></td></tr>
</table>

SPECIFIC PLAYGOUND SANCTIONS:	Adults should follow the stepped sanctions above, adapting as below. You need to: • Stand by other staff member • Sit on the bench • Go inside to … I will come and speak to you in two minutes. (ENSURE YOU DO!)	
Follow up / reparative conversation	A really important part of the process and vital that it happens, to reflect upon the behaviour and any consequences. Restorative Questions 1. What happened? 2. What were you thinking at the time? 3. What have you thought about since? 4. Who has been affected by what you have done? In what way? 5. What do you think you need to do to make things right? These conversations are generally managed and led by the Form Teacher.	

Should an adult feel that the Head of Pre-Prep needs to be a part of the follow up conversation then the following guidelines should be used:

1. Pupils should be taken to Head of Pre-Prep
2. Parents will be contacted and if necessary, called to School
3. Any additional actions e.g. internal or external exclusions will be discussed with the Head.

Recording and Reporting

Low level incidents can and should be dealt with as part of usual classroom management by the Form Teacher.

Form Teachers should communicate with the Head of Pre-Prep should they have concerns or under any of the following circumstances:

- Any incident involving racist, homophobic or sexualised language
- Any incident including physical interactions
- Any incident where there has been repeated incidences between the same pupils, or by the same perpetrator or where bullying is suspected
- Any incident deemed significant enough for parents to be informed

In each of these circumstances a written record of the incident should be made on iSAMS, with each incident allocated a category to aid tracking. A report on My Concerns (safeguarding) may also be appropriate.

The Head of Pre-Prep is responsible for updating behaviour logs, including those for bullying, sanctions and restraint which are monitored by the school's governing body.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. All concerned parties will be kept informed of any review and action that will need to be taken.