



Prep Behaviour Policy (including EYFS)

Author / Role	Deputy Head Pastoral and Boarding
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Regulatory References	<ul style="list-style-type: none"> • KCSIE (2022) • <i>DfE Behaviour and Discipline in Schools (2016)</i> • Bede's Child Protection Policy • Anti-bullying Policy • Complaints Policy • Substance Misuse Policy • Pupil Complaint Procedure • Pupil Reasonable Force Policy • Search and Confiscation Policy • Admissions Policy • Equality Policy • SEN Policy • EAL Policy • Supervision of Pupils • Staff Supervision Policy • Uniform Requirements • COVID-19 Policies & Protocols
Date of Review	November 2023

Equality, Diversity and Inclusion Check for new Policy completed by (committee/date):

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This policy is considered a 'live' document and will be updated as statutory guidance is released

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values

Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Policy Principles/Aims:

- This policy document sets out to promote and maintain honest, considerate and dependable behaviour amongst Bede's pupils.
- The core aim of the School is:
"to provide an outstanding education to all of its pupils such that they leave as well-rounded, confident and successful members of the global community"

Policy Aims

- To promote excellent behaviour
- To set out the sanctions to be adopted in the event of pupil misbehaviour
- To communicate clearly the expectations of the school and the clear sanctions resulting from falling short of those expectations; this transparency is designed to promote consistency, fairness, equality and equity

As above

Associated Trust Policies:
As above

School Rules (See Appendix 1)

- i) These rules have been set out by the School in relation to:
- a) Conduct and good behaviour
 - b) Self - respect and respect for others
 - c) Respect for property and the environment
- ii) These rules are necessary so that pupils and staff are kept safe at the School, for the reputation of the School and for the protection of Bede's property and environment. They help to engender a healthy living and educational environment where young people can learn together and thrive.
- iii) These rules apply to all pupils whilst they are at School, representing the School, on School trips & visits, travelling to and from school (for the avoidance of doubt these rules extend fully to all behaviour on school buses, please see School Rules Appendix 1a, S.8 below), wearing School uniform and when pupils are associated with the School at any time.

2 Consideration for Others

- i) An absolutely vital ingredient of a productive life in any community is the ability to behave with consideration for others at all times; an important element of this considerate behaviour will be inclusivity and the acceptance of difference.
- ii) The most effective way for anyone to learn considerate behaviour and acceptance is through example. All staff and senior pupils in the School have a vital role here: the example which they set will be followed by pupils who have joined the School more recently.
- iii) The School's admissions principles ("Bede's welcomes a diversity of talents, interests, personalities and abilities, setting only baseline criteria for academic capability. Thus we do not admit pupils by academic selection or 'top-slicing' our intake") also plays an important part.

3 The Promotion of Excellent Behaviour and Reward System (see appendix 1a for EYFS and Pre Prep)

- i) The staff of the School are committed to rewarding good behaviour. Praise is the greatest motivator.
- ii) Formal rewards and awards are part of the School system for exceptional academic work and Outstanding attitude to learning. These awards are given and formally recorded in the form of Headteacher's Commendations. In addition certificates are issued for those pupils who demonstrate our four values of courage, compassion, conscientiousness and curiosity. We are also keen to celebrate pupils' successes outside of school and will recognise these achievements in our weekly celebration assembly. At the end of each academic year a prize giving even is held to celebrate all the wonderful success our pupils have achieved across the year. Attendance at the prize giving event is mandatory for all staff and pupils.
- iii) Pupils are also awarded section points for demonstrating our values, being kind, helping others and having an excellent attitude to learning. Pupils are then awarded section badges for reaching section point milestones of 30,50,100 and 150. Pupils in Year 8 are also able to

exchange their section points for items at a weekly reward shop which is run by the school prefects and Head of Year.

iii) The School recognises that where challenging behaviour is related to a pupil's adverse childhood experience, special educational need, protected characteristic and / or disability, the use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and assist their educational needs. The school may deem it appropriate for a pupil to be placed on a positive report card in order to support their behaviour in the classroom, In addition it may be necessary for a behaviour support plan to be written to identify concerning behaviours, known triggers and teaching strategies to support a pupil make positive choices.

4 Sanction for Breaches of School Discipline (see Appendix 1b)

If a child's behaviour has been deemed to fall below our expectations they will be spoken to by a staff member who will explain what has been reported or observed and why that behaviour is unacceptable. The pupil will be offered the opportunity to reflect on their behaviour and discuss what could be done differently next time. The pupil will also be informed of how the behaviour will be recorded.

Parents/Guardians will be informed by the Form Tutor when a pupil becomes one low level behaviour away from receiving an imposition. Similarly, the Form Tutor or Head of Year will contact home when a pupil is one imposition away from a Head of Year detention. Behaviour support meetings may be required to address the patterns of behaviour being seen in school and will be led in the first instance by Form Tutor or Head of Year.

i) *Low Level Behaviour* - a record is made on the pupils iSAMS account of any behaviour deemed to fall below our expectations but does not warrant an imposition. Form Tutors and Heads of Year review all low level behaviours. A Head of Year can decide to escalate a low level behaviour to an imposition if they feel the behaviour warrants this. A total of 5 low level behaviours in a term will lead to an imposition.

ii) *Imposition* – given for breaches of the school rules such as (but not limited to) unkindness, or disrupting lessons. Impositions are issued when the incident has been witnessed and has caused emotional or physical distress. If a pupil receives three impositions they will attract a Head of Year Detention (HOY detention). In addition, all impositions are reviewed by the Head of Year and can be escalated to serious behaviour as part of this review.

iii) *Head of Year Detention or Head of Boarding Detention (HoY/HoB)* – Is given for stand-alone poor behaviour, which is judged to be of a serious enough nature or an accumulation of three impositions (separate impositions are given for boarding and are dealt with separately to impositions accumulated in school).

iv) *Deputy Head's Detention* – Is given for serious offences such as (but not limited to), unpleasant behaviour including use of derogatory or offensive language, truanting a lesson, being removed from class due to highly disruptive behaviour.

v) *Headteacher's Detention* – Is given for serious and / or highly unpleasant behaviour, or accumulation of Deputy Head Detentions.

vi) *Suspension* – A pupil may be sent home, or to their guardian, for a significant breach of School discipline. A pupil may be placed under suspension while a complaint is investigated or as a sanction in its own right. The Headteacher may wish to issue an internal suspension as a means of sanction if they deem this to be in the best interest of the child.

vii) *Leave from School* – This is for cases of less serious breaches of the School rules, this may be caused by personal problems or upset when a pupil requires time out from School to recover.

viii) *Exclusion* – A pupil is liable to exclusion for a grave breach of the School discipline, such offences might include, but are not limited to, offences involving drugs and substances, alcohol misuse, repeated smoking offences, serious sexual misconduct, a wilful act calculated to cause serious damage to the School, a serious criminal offence and other serious incidents of unacceptable behaviour. Formal exclusion implies that the pupil's name will be removed from the roll of the School and reference to the facts and circumstances will be made in response to every reference request. All outstanding fees up to and including the term of exclusion shall be payable and any deposit shall be retained by the School.

ix) The Headteacher is required to act fairly and in accordance with the principles of natural justice. The Headteacher will make a decision on a case by case basis. They will exclude a pupil from the School only as a last resort and will not exclude a pupil other than in grave circumstances.

x) *Required to leave* – A pupil may be required to leave the School for a serious breach of the School discipline falling short of an act requiring exclusion, but one such that the pupil cannot expect to remain a member of the School community. In these circumstances a pupil may be required to leave permanently. Subject to a payment of all outstanding fees the pupil will be given reasonable assistance in making a fresh start at another School. A boarder may be required to leave boarding without necessarily being required to leave the School.

xi) *Other Sanctions* – The Headteacher may prescribe and authorise the use of other sanctions as to comply with good educational practice and promote observance of the School rules.

xii) *Corporal Punishment* – is not used at Bede's School

xiii) The particular sanction or sanctions applied will depend upon a number of circumstances, including the frequency and severity of the offence, the manner of the offence; and any previous warnings; and the previous or subsequent conduct of the pupil concerned.

If a pupil fails to attend a planned detention without permission then their original detention will be escalated to a Deputy Head Detention or Headteacher's detention.

5 Equality

The School has duties under the Equality Act 2010 and will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need, protected characteristic, and / or disability. Where exclusion needs to be considered the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

6 Child Protection (Please see Bede's Child Protection Policy)

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the School's child protection procedures will be followed.

7 Use of Reasonable Force (Please see Pupil Reasonable Force Policy)

Any use of force by staff will be reasonable, proportionate and lawful.

8 Searching and Confiscation (Please see Search and Confiscation Policy)

In order to maintain good order, discipline and to ensure the safety of staff and pupils, a number of items are prohibited under the school rules. These items include: knives or weapons, lasers,

alcohol, illegal drugs; stolen items; tobacco and cigarette papers, fireworks; pornographic images; any article that the 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). The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The school has a Search and Confiscation policy, which provides further guidance for staff on the procedures for managing searches and confiscating items, including details of the records to be kept and complaints / allegations.

9 Malicious Allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

10 Support Systems for Pupils

i) The School's pastoral system (i.e. Head of Year, tutoring, welfare, medical, SEND, EAL) and management systems (digital and human) are designed and used to support pupils with their behaviour. Teaching and pastoral staff are made aware of the particular circumstances of children in their care and their classrooms and of any circumstances that may make a child vulnerable (for example being from overseas, EAL, LAC, SEND). As appropriate and at an early stage the School also liaises with parents/guardians and carers and outside agencies (such as Child and Adolescent Mental Health Service (CAMHS), ISEND, East Sussex Children Services, East Sussex Local Safeguarding Children's Board, East Sussex Virtual School, The WISE Project).

ii) A pupils behaviour may require a management plan to further support them during the school day, in particular in lesson and unstructured time. A plan will be written by Deputy Head Pastoral in collaboration with key members of staff. A pupils behaviour support plan is a live document that may be edited as the need of the pupil changes or new triggers/strategies are identified. A pupil's behaviour may require a behaviour support plan to aid them during the school day particularly during lessons and unstructured time. The plan will be written by the Deputy Head Pastoral in collaboration with key members of staff. A pupil's behaviour support plan is a live document that may be edited as the need of the pupil changes or new triggers/strategies are identified, in addition the plan will be monitored and reviewed regularly and will be in place for a pupil for the duration of the behaviour(s) being displayed. The plan will be shared with all staff to ensure all identified triggers and strategies are known.

11 Parental and External Liaison

As mentioned in Point 6, when appropriate, the School will liaise closely with parents / guardians and carers and may on occasion have to make reference to external agencies. These situations are managed by the Head of Year (Prep School) and by the Deputy Head of Pastoral and Boarding (Prep School). Information of events recorded at School is shared formally with parents/guardians and carers who are invited in to discuss the child's behaviour in the broader context of home and School. If a situation meets the relevant criteria or if a child has a condition requiring expert intervention beyond the capacity of the School to deliver, then the relevant outside agencies are notified.

12 Staff Training

Staff are employed to carry out tasks for which they are appropriately qualified and in which they are competent. As outlined in the Professional Development Policy - Jan 2022 "every individual is charged with the responsibility for improving their practice by seeking out and engaging with appropriate professional development, responding to advice and feedback from colleagues. Line

managers are primarily responsible for the management of the professional development opportunities of the individuals that they lead.”

13 Managing Transition to Bede’s Senior School

The Trust Registrar, (working closely with the relevant Heads of Year, Head of Learning Enhancement and EAL (Prep), Director of Learning Enhancement (Senior), oversees the management of a pupil’s transition to Bede’s. Information on behaviour, welfare and academic performance is gathered from parents/guardians and carers; previous Schools; and allied health professionals (e.g. educational psychologist). The Heads of Year are responsible for seeing that this information is disseminated and used in an effective manner. This is particularly important for transition from Year 8 to Year 9. Extensive induction processes are then used by the Heads of Year (both Schools) and Housemasters/mistresses’ (Senior School boarding and day; and Prep School boarding).

14 Records

Administration of all school sanctions is recorded, with the name of the pupil concerned, the reason for the sanction, and the name of the person administering the sanction.

15 Harmful Sexual Behaviour

Harmful Sexual Behaviour may include:

- i) Touching without the consent of another pupil or staff member
- ii) Any act of indecency by a pupil
- iii) Sexual Harassment
- iv) Sexualised language used towards or about another pupil
- v) The supply or possession of pornography
- vi) The loading, viewing or downloading of pornographic images or text to or from the internet.
- vii) Any use of Social Media, or other digital media, to send, or to encourage, procure or request others to send, images of an inappropriate nature. For the avoidance of doubt, this includes (but is in no way limited to) images of any personal body parts or any images of a state of undress.

In the event of a disclosure of child on child abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with The Trust Safeguarding and Child Protection Policy will be followed. Victims will be supported and guided by the DSL and the pastoral team. Support from external agencies will be sought, as appropriate, and in line with East Sussex Harmful Sexual Behaviours protocol.

Where necessary the DSL will put in place a Risk Reduction Plan (RRP). The RRP will consider:

- i) the victim;
- ii) the alleged perpetrator; and
- iii) the other children (and, if appropriate, staff) at the School.

RRP’s will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

Where patterns of low level behaviours are identified amongst a year group or peer group then intervention work will be sought and delivered to prevent the behaviours from being repeated.

16 Mobile Phones

The use of mobile phones is not permitted in School. All pupils must hand their phones to their Form Tutor or Head of Year at the start of each day and may collect them back before leaving the School site. As an exception, we do allow mobile phones to be used on school transport including travel between fixtures. Parents are asked to support the School with maintaining strict rules around accessing inappropriate material and age appropriate websites/social media platforms. Pupils are not permitted to record or take photos of other pupils during the school day, whilst using school transport or whilst on school trips. Failure to follow the rules outlined regarding the use of mobile phones may result in the privilege being revoked and further sanctions issued.

17 Personal Presentation

Pupils must present themselves at all times in the correct uniform (see Prep Uniform Policy) which should be smart in appearance. Body art such as painted nails, unnatural hair colouring and piercings (other than those permitted in Uniform Requirements) are not permitted.

18 Buses

All pupils of the school and bus drivers are afforded the right to travel to and from school free from the fear of any unkind behaviour, rudeness, intimidation or disruption or any other behaviour that would cause a pupil to feel anxiety or unhappiness. Pupils being unkind or causing disruption on buses will be sanctioned.

19 Boarding House Rules

The boarding house has a number of rules set out in the boarders' handbook and in Appendix 1C. There are however two fundamental rules which must not be broken and pupils found in breach of these rules must expect to be suspended from the school. Repeated breaches of these rules may result in removal from the school.

- i) Pupils may not permit visitors from outside their house into their bedrooms.
- ii) Except in an emergency or for a previously agreed purpose (such as going on a School trip), boarders must not leave their boarding House between bedtimes and wake up

Bede's Prep School Behaviour

Pupils are expected to follow our expectations when in School and when representing the School during trips and matches. Parents and pupils are expected to support the aims, ethos, policies and rules of the School and to uphold its good reputation.

Behaviour We Wish To Discourage Includes:

- intimidation, by physical, emotional or verbal means
- calculated harassments and retaliations
- excluding others deliberately to be unkind
- all forms of bullying
- deliberate physical attacks meant to hurt
- taunting and provocation
- spoiling the work, activities, games and property of other children
- deliberate damage of school property/environment
- open defiance

- discriminatory attacks such as racist/homophobic remarks
- electronic forms of abuse, such as messages sent via e-mail, Instagram, Snapchat and any other social media forums

Behaviour We Wish to Encourage Includes:

- being honest, open and truthful appreciating and tolerating differences between people
- politeness and courtesy to everyone
- a gentle, caring attitude and encouraging each other
- thoughtfulness towards the needs and wishes of others, sharing and appropriate language
- cooperating together
 - care and respect for the whole school environment and property
 - helpfulness, kindness
 - following instructions
 - personal and collective responsibility
 - low noise levels
 - walking when inside the building
 - moving carefully around the playground
 - thinking ahead about consequences of games, activities and actions

Girls on Board

Girls on Board is an approach which helps girls aged 8-18 years, their parents and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can.

Girls on Board sessions look at the dynamics of group sizes, different types of behaviour, managing parent reactions and include role play and will be delivered when friendship issues have been identified.

A session may possibly address a friendship issue head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as facilitator in holding up a mirror which reflects the girls' behaviour and attitudes.

The *Girls on Board* approach will not prevent girls from falling out, but it will help them sort out their own friendship problems and minimise the distress they might experience. It provides a vital vocabulary to make communication more open, honest and effective and creates a robust framework for parents so they feel reassured that issues are being dealt with effectively.

Just Right Programme

Just Right is a programme, which supports children to:

- Recognise how they are feeling- are they ready to engage?
- Access the strategies they need to alert or calm themselves. This may or may not have a sensory basis.

The Just Right programme uses a colour coded tower which helps them explain how they are feeling using a clear, visual structure.

Some children may struggle to regulate their behaviour, attention and alertness due to difficulty processing or an overload of sensory information. Each Just right profile will be unique and will support the pupil with self regulating through the building up a bank of strategies which they can

use in the orange, red or blue zones to help them get back to green (see next page for some ideas).

Trauma Informed Practice

Although behaviourist approaches to managing pupils' behaviour can work for the majority of children at Bede's Prep, they are not successful with all. This is especially true for children who have experienced Adverse Childhood Experiences (ACE) and childhood trauma.

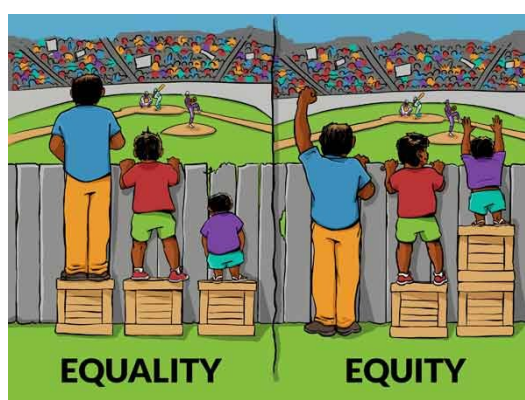
Traditional approaches to behaviour management can often cause further trauma for these children; at Bede's Prep we are committed to ensuring that our approach to behaviour management is appropriate for all and as such we will differentiate as and when required to ensure that all pupils at the school are able to maintain secure attachments and develop healthy approaches to regulating their behaviour.

At Bede's Prep we believe:

- That being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Behaviour is a form of communication and often represents an emotional need within a child
- A curious and empathetic approach to understanding children's behaviour and the reasons for it is important
- That putting relationships first is the most important tool for helping children develop appropriate behaviours
- We are committed to maintaining clear boundaries and expectations, with fair and consistent sanctions

Parent and pupil engagement is vital and we are committed to:

- Demonstrating inclusive practice in all aspects of school life.
- Ensuring that staff are trained in Attachment Awareness Theory, how to identify different attachment styles and how to support teachers, parents and children effectively.
- Developing a culture of self-reflection and review through engaging with research and CPD and engagement between staff, pupils and parents.



Appendix 1a

EYFS & KS1 Rewards and Sanctions

To meet the needs of our youngest pupils, we recognise that our behaviour policy must be age and stage appropriate. In EYFS and KS1, Rewards and Sanctions need to be immediate, so that our young pupils are able to easily associate their action with a consequence.

1 Rewards for good behaviour will be in the form of a 'Bede's Bee' (awarded in Reception Class) which the pupil will wear as a badge for the day, and will return to school the next day.

2 In KS1, there will be four Bede's Bees to support our focus on achieving our school vision and values. Pupils will be awarded the appropriate Bee for their good conduct:

- i) A Compassionate Bede's Bee
- ii) A Courageous Bede's Bee
- iii) A Curious Bede's Bee
- iv) A Conscientious Bede's Bee

3 Class teachers will keep a record of Bees awarded and record them on iSams each time a child has earned 3 Bees. For every 3 Bees earned, a section point is awarded.

4 Each classroom will have a 'Bede's Bee' display, to visually promote our pupils to make good choices at school.

5 Behaviour expectations will be communicated clearly to all pupils in EYFS and KS1, and 'proximity praise' will be used to encourage our pupils to make good choices. Staff will also use verbal warnings to a pupil who is displaying challenging or low-level behaviour. Low-level, disruptive or disrespectful behaviour will not be tolerated. Staff will challenge such behaviour by reminding pupils of our behaviour expectations; by giving non-verbal queues such as eye contact; and by quietly taking the child aside and speaking to them on a 1-1 basis, clearly laying out our behaviour expectations and the consequences for not adhering to these. The child should be given clear guidance on the positive behaviour we expect to see at our school.

6 In the event of a breach of school rules, pupils will be given a 'time-out'. The pupil will miss five or ten minutes of an activity (at the discretion of the class teacher) and will be given a sand-timer as a visual aid. Following any time-out, the class teacher will inform the pupil if any restorative actions are required, and will then welcome the pupil back into the activity with a 'clean-slate'.

7 Any 'time-outs' issued must be recorded on iSAMS as an EYFS/KS1 Imposition. Parents will be informed of Impositions by the class teacher, either in person or by telephone. Email to be used only as a last resort.

8 In the case of a more serious breach of school rules, the member of staff will consult with the Head of Pre-Prep or Deputy Head Pastoral. Any further sanctions issued will be age and stage appropriate.

9 Rewards and sanctions for pupils in Pre-School and below will be issued on a reactive basis, taking the age and stage of the pupil into account. Staff who have a concern about the behaviour of a child within our Nursery should discuss this with the Nursery Manager.

Appendix 1b

Year 3 – Year 8 Sanctions

All discouraged behaviour observed by staff is recorded on iSAMS and the information recorded is used by the pastoral team (tutor/Head of Year) to identify emerging patterns of behaviour that may

require intervention. Behaviours displayed may be recorded as low level in the first instance and may include:

- Unkind behaviour
- Attitude to learning
- Uniform concern
- Disruption in class
- Late to lesson
- Homework
- EYFS time out
- Dangerous behaviour

The staff member recording the low level behaviour will use their professional judgement and where necessary may decide to discuss the behaviour with the Head of Year to determine whether it warrants an imposition. Equally, on reviewing low level behaviours logged for a pupil the Head of Year may deem the behaviour serious enough in the first instance to warrant an imposition or escalation to Head of Year detention. Equally if an imposition is recorded for a pupil and is then deemed to be less serious then the incident will be changed to low level.

All allegations of Harmful Sexual Behaviour will be discussed with the DSL or their deputy immediately after allegation is made. See section 4 for decision making and process. All allegations will be recorded and marked as founded or unfounded.

All allegations of bullying will be investigated by the Head of Year. It may be necessary for parent meetings to be held to determine what has been experienced and how to move forward, ensuring the best interest of the pupils at all times. All allegations will be recorded as founded or unfounded.

Serious behaviours will be discussed with the Headteacher and an appropriate sanction will be issued. This may mean the sanction system is not followed and a suspension/exclusion is issued.

Sanction System:

Low level Behaviour	x 5 leads to an imposition	-
Imposition	x 3 leads to a HOY detention	-
Head of Year (HOY) Detention	x 3 leads to Deputy Head's detention	Detentions sat during break and reflection work completed
Deputy Head Detention	x 3 leads to Headteacher's detention	Monday or Tuesday 4.50pm – 5.50pm Letter home
Headteacher's Detention	Saturday 10.00am – 12.00pm	Deputy Head meeting with parents
Suspension/ Exclusion	Authorised by Headteacher Letter to parents	-

Appendix 1c

Boarding House Rewards and Sanctions

Pupil voice was sought to establish good behaviours and rules in the boarding house with a reward system that reflected the wants and needs of all boarders.

Individual Behaviour chart - Individual stars are given to boarders for being helpful, tidy and organised. When a boarder reaches 5 stars they are able to select a piece of tuck (treats selected by the boarders).

Team Reward Pompoms - Are given out for demonstrating our Bedes values. Each boarding house room is given one pompom jar to fill. When a room fills their jar with pompoms they are rewarded with a pizza delivery and 15 minutes extra phone time.

Rule Broken	Suggested Sanction
Rudeness or being unkind to another boarder	Imposition and letter of apology
Bullying	Prep serious behaviour
Tuck in room	Confiscate and no tuck the following evening
Noise after lights out	Recorded on reward chart and room change to be considered after five occurrences
Damage to another boarder's property	Imposition and Boarder (& family) to incur cost
Damage to the boarding house	Imposition and Boarder (& family) to incur cost
Electronics handed in late	Equivalent time penalty imposed (loss of time)
Rudeness to a member of staff	Imposition and letter of apology
Being outside of rooms after lights out	Imposition
Being out of rooms late at night	Imposition
Phone, laptop, tablet misuse	Item confiscated for two evenings
Misbehaviour in Prep / Quiet Time	Imposition