



Prep School Behaviour and Conduct Policy

This policy applies to:

Prep School Pupils (including the EYFS)

Person responsible for the policy:

Deputy Head, Prep School

Policy reviewed by Board of Governors – July 2026

Review Dates:

Last review date: June 2026

Next review date: June 2027

Purpose

At Ardingly College Prep School, we are proud of our strong sense of community and our shared values that unite us across the campus. From Nursery to Year 6, every child is nurtured not only as an individual but also as a valued member of a larger whole - whether that's their class, house, year group, or the wider school and local community. We have high expectations of all pupils and aim to create a friendly, caring, calm and orderly environment where learning, kindness and personal growth go hand in hand.

Our three Discovering My World values - being Generous, Adventurous and Ingenious - lie at the heart of everything we do. Pupils are encouraged to develop their talents, take initiative and contribute positively to the life of the school. We teach children to think of others as much as themselves: to include, trust, and respect everyone, and to offer help where it is needed. Generous behaviour and academic effort are equally recognised and celebrated. Through active participation in a wide range of activities that support physical, mental and emotional wellbeing, our pupils build confidence, character and a deep sense of belonging. Staff and Form Teachers work closely to ensure that all children feel supported and safe, and any unkindness is not tolerated. Together, we foster a positive, respectful atmosphere where every child can thrive.

Promoting Good Behaviour

Clear School Rules

To help every child feel safe, valued, and supported, we work together to create a caring and respectful school community. As part of this, we encourage all pupils to:

- Show kindness and care towards one another
- Respect and look after our school building and belongings
- Take responsibility for and protect our environment

These shared expectations help everyone feel secure and create a space where all children can thrive.

Emphasis is placed on self-control. Pupils are expected to:

- Take responsibility for their actions
- Realise they will be accountable for their actions

Praise is offered for Generous and thoughtful behaviour. We acknowledge care and consideration for others. Form Teachers discuss school rules with the pupils at the beginning of every term.

In daily practice, particularly for our youngest children, we promote the positive behaviours outlined in the EYFS: emotional intelligence (managing feelings), social skills (forming positive relationships) and cognitive skills (self-awareness). Through engaging activities and use of emotion cards, pebbles and stories, we nurture positive behaviour with a focus on positive reinforcement.

Support Strategies

Reward charts (with stickers) can be implemented.

Praise and be positive – praise the good. Concentrating on positive behaviour allows a child to focus on what is expected rather than what is not. Staff use positive behaviour management techniques and rules by asking for the desired behaviour rather than identifying negative behaviour. For example, instead of 'No running' we ask for 'walking feet inside please'.

Staff use visual sand timers and five-minute warnings which can be useful for pupils who struggle with transition times. As well as giving the whole group a five-minute warning, staff will inform the child concerned that they have five more minutes and place the sand timer where they can see it.

Staff remove anything which can cause harm and if they a pupil is likely to throw objects, these will be calmly removed from the child's reach.

Staff remove any other pupils from a situation if necessary.

In the Nursery, each child is supported by a dedicated key person with whom they have built a strong and trusting relationship. This secure attachment encourages children to express their feelings and needs directly, reducing the likelihood of challenging behaviour.

Visual timetables and routine cards can be used for a child who is struggling with routine or transition times. Cards will be shown, using visual images, what is going to happen throughout the day and next.

Rewards and Recognition

We place significant emphasis on praise and rewards as a means of recognising and reinforcing positive contributions to school life. These contributions may include academic achievement, wider curriculum success, effort, kindness and generosity. Praise is always given with consideration to a child's age, stage of development, level of effort, and individual ability.

We believe that high standards of behaviour are best encouraged through the consistent reinforcement of clear expectations, positive relationships, and shared school values, underpinned by a balanced and fair system of rewards and consequences. Central to this is the development of a consistent and clearly understood reward system, which is applied equitably across the school community.

Aims of the reward system:

- To develop a clear and consistent pattern of rewards that is known, understood, and valued by all members of the school community.
- To ensure all pupils have their achievements and efforts recognised and celebrated.
- To distinguish clearly between informal and formal rewards, ensuring both are used meaningfully and consistently.

Reward Structure

Informal rewards are part of our everyday school culture and are used by all staff to encourage and recognise positive behaviour, effort, and achievement. These include:

- Verbal praise, stickers and encouragement in lessons and around school.
- Farmhouse Nursery - Pete the Pelican – children collect 'fish biscuits' to give to Pete for showcasing positive attributes linking to habits.
- Visits from the Head or senior staff to acknowledge outstanding work or behaviour.
- Displaying pupils' work around school to celebrate success.
- Public recognition in assemblies (including weekly school assembly, celebration assembly, final assembly, Prize Giving, and form time).
- Mention in the weekly school newsletter, which celebrates both academic and non-academic achievements.

Formal rewards are structured recognitions of sustained effort, achievement, and embodiment of school values. These include:

- House points and badges

- Discovering My World stickers in workbooks and journals
- Discovering My World stamps and certificates for effort or achievement
- Trophies awarded to pupils from each section of the school at celebration assemblies
- Academic awards in assemblies
- 'Proud Moment' work shared on Tapestry

Departments reflect on the appropriateness and accessibility of rewards for different age groups and stages. Formal reward criteria are regularly reviewed and refined in consultation with staff to ensure relevance, consistency, and fairness. A formal record of both informal and formal rewards is maintained and monitored. This supports consistency, ensures visibility of pupil achievements and promotes a school-wide culture of celebration and recognition.

Positions of Responsibility

Pupils from Reception to Year 6 are encouraged to take on meaningful roles within the school community. These opportunities include representing their peers through groups such as the Pupil Council and Food Committee. As they progress, children in Years 3 and 6, as leaders of both Farmhouse and School House, are offered further leadership responsibilities, supporting initiatives that promote wellbeing, sustainability, kindness and inclusion across the school. These may include involvement in groups focused on support during play, environmental action, and enterprise. These early roles help develop key leadership skills and prepare pupils to take on further responsibilities as they move through the College.

Prep School Rules

Any school needs essential rules to which the members of the school community subscribe both on gaining admission and throughout their time within it. There are of course a large number of rules and regulations to which staff have agreed to adhere. What follows are the general principles and rules to which pupils are required to adhere and which parents are expected to support.

Pupils are expected to exhibit a high standard of personal behaviour and to work to the best of their abilities at all times.

The Prep School rules are not restricted solely to College premises and term time. Conduct outside College term time, on social media, and off College premises may be deemed to be a breach of Prep School rules where that conduct has a detrimental impact on the College, its reputation or the College community.

Chewing Gum

Chewing gum is prohibited in the Prep School as it is unsightly and litters the campus. Pupils found to be chewing gum will receive a detention.

Use of Pornography

The Prep School and whole College is duty bound to protect the students from the dangers of pornography. The College has installed web-filters and there is a programme of education about relationships; we recognise that pornography can

threaten the safety of young people and can lead to and encourage abusive behaviour. There is confidential help available always at the medical centre.

Pornography in any form must not be brought into the Prep School and pupils must not access pornographic material on the internet. Pornography is now available in a variety of forms; the College reserves the right to determine what is and is not appropriate material.

Bounds

From Year 4 on the College campus, a greater degree of independence is necessary. In the interests of safety, pupils are restricted to particular areas of the College site at certain times of the day. If pupils go 'out of bounds' they are placing themselves at some risk – a risk which is unacceptable to the staff who have a duty to ensure the health and safety of pupils in the school's care. Please refer to the *Supervision of Pupils Policy* for more details.

A pupil missing from the Prep School is a serious situation and one that might lead to further investigation and safeguarding concerns. All pupils should attend every registration in their form room. Staff must know the whereabouts of pupils at all times. Please refer to *Missing Student on Campus Policy* for more details.

Please note that walking on the grassed areas of North and South Quad and the cricket squares is not permitted.

Bullying

Full details are available in the College's *Anti-Bullying Policy*, which outlines measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Bullying behaviour is action which hurts or causes distress by taking advantage of another person in some way, making the victim feel uncomfortable or threatened.

The College expects all members of the community to uphold the College Code on Bullying and follow the guidelines given in the *Anti-bullying Policy*.

- Every student at Ardingly has the right to enjoy their learning and leisure time free from intimidation
- Our College community will not tolerate unkind actions or remarks, even when these were not intended to hurt
- To stand by, when someone else is being bullied, is to support bullying
- If you are being bullied, or you know of someone who is being bullied you should report this to a member of staff or a responsible senior student
- Bullying will always be taken seriously.

Any student being bullied or knowing that someone is being bullied should report what is happening to his or her parents or guardians or to someone in authority within the College. The College will investigate the allegation; bullying will always be treated seriously and may potentially result in exclusion. At all times, the College will endeavour to be sensitive, impartial and equitable.

Dress and Appearance

All pupils should be properly and neatly dressed. School is a preparation for life and therefore at Ardingly pupils are expected to take pride in themselves and their personal appearance. As a general principle, pupils should start the day as they mean to go on. Shirts should always be properly tucked in. Top shirt buttons should be done up and ties tied smartly. All clothes must be clearly named. Pupils should wear school uniform on trips and to all formal occasions, including breakfast and lunch unless told otherwise.

Hair must be clean, smart, of natural colour, and of a suitable, appropriate style, as decided by the Deputy Head. Hair should be no shorter than a grade three. Longer hair that touches the collar should be tied back (using a dark coloured hair tie). Jewellery must be unobtrusive and limited to one or two pieces (no hoops). Make-up and nail varnish is only permitted in the Sixth Form. Hats, hoods and scarves must not be worn indoors. Coats should be removed in classrooms and must not be worn in lieu of blazers/jackets.

Summer Dress (as announced by the Head of Prep)

Dress as normal except pupils should not wear their blazer or jumper. Ties should be removed, and the top button undone. Shirt sleeves must be either smartly rolled up above the elbow or buttoned down at the cuffs. Short-sleeved shirts are acceptable. Navy tights may be replaced by navy socks.

Pupils are not compelled to adopt summer dress rules and may continue to dress according to the regular rules should they wish, but a hybridisation of the two systems is not allowed.

e.g. you cannot remove your tie but then wear a blazer.

Internet, email and ICT

Full details are available in the College's *Acceptable Use of ICT, Mobile Phones and other Electronic Devices Policy*.

The College strongly encourages parents NOT to purchase their child(ren) a smartphone before the age of Year 9. This is in line with the [Smartphone Free Childhood](#) national initiative.

Prep school students are prohibited from having a mobile phone at school, nor are they allowed wearable technology e.g. a Fitbit or watch that has communication facility. This can be highly disruptive to learning. If there is an emergency, the school office should be contacted.

Pupils may have access to the internet through wireless or networked computers in the course of their curriculum. In relation to ICT, these are the following expectations to which pupils must adhere while part of the Ardingly College community:

- Pupils must not interfere with the work of others or the system itself by attempting to circumvent the network;
- All academic work submitted using ICT should comply with the College's Academic Integrity Policy which is also available upon request;

- Pupils must not transmit any messages or prepare files that appear to originate from anyone other than themselves;
- Pupils should not attempt to download and install any software/programs on College devices;
- Pupils must not create, store or send any message internally or externally which is bullying, abusive, humiliating, hostile or intimidating e.g. sexting, or posting unpleasant images;
- Pupils will need permission to send messages to large groups of pupils.

Cyberbullying

Full details are available in the College's *Cyberbullying Policy*.

Cyberbullying is the deliberate use of ICT, commonly a mobile phone or the internet, to upset someone else. Given its potential audience cyberbullying is very dangerous and those involved can expect serious consequences.

Searching a pupil's possession

Note: 'Possessions' means any goods over which the student has or appears to have control - this includes desks, cubby holes and bags.

The Education Act 1996 gives schools and colleges powers to search without consent for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been or will be used to commit an offence or cause personal injury or damage to property
- items such as fireworks, tobacco and pornographic images
- any item banned under the school/college behaviour policy.

The Head or Deputy Head can authorise the search of a specific pupil's belongings if there are reasonable grounds for suspecting possession of a prohibited item. The search should be carried out by a responsible member of staff (in the presence of another staff member) one of whom should be the same sex as the pupil, and only after having read this policy. Authorisation must be sought for each instance of searching – there are to be no blanket search approvals, neither by pupil nor date.

We will assess and balance the risk of any search on the pupil's mental and physical wellbeing alongside the risk of not recovering the suspected item. In the unusual event of a pupil or their bag being searched; the Prep School ensures the rights of the pupil are respected and the law of the land upheld. Professional judgement is used in all cases. If a student is suspected of carrying an unauthorised item on their person, the following general guidelines should be observed:

- The DSL will be informed.
- If a pupil needs to be searched, it should be with their consent. A member of staff should ask the pupil, in the presence of a second adult witness, to turn out their pockets or bag. If the student refuses to cooperate, then the Deputy Head will contact the parent and inform them of the situation that has led to the need for a search to be made. The parent should be encouraged to persuade the pupil to agree to the search taking place. If the matter is of major concern and

the pupil still refuses to approve of the search, a further conversation will take place with parents to agree actions. If the pupil still refuses to approve the search, then the police may be called in to conduct the personal search.

Whatever the student's response, staff should **not**:

- Touch the pupil forcibly. Any restraint, including physical force, should be in line with the College's *Restrictive Intervention Policy*;
- Search or touch the pupil's person – outer clothing (e.g. blazers) should be removed by the pupil so that pockets can be turned out and linings checked. Other clothing should be turned out by the student without being removed;
 - 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear. It does not include hats, shoes, boots, or scarves.
- Remove the pupil's clothing for the purpose of searching it – if outer clothing needs removing, the pupil should do it;
- Put their hands into any pockets of pupils' clothing (these should be turned out by the pupil themselves);
- Search a pupil's bag without them being present and without another adult witness being present.

Pupils also need to be aware of their rights and do not have to agree to a search if any of the five points above are in potential breach.

If a search reveals any offensive weapons or knives, or evidence in relation to an offence, the item or items should be removed to a place of safe-keeping. The member of staff must inform the Head and Deputy Head and DSL. Deputy Head and DSL will report the finding of any weapons to the police. Data or files held on electronic devices may be examined further if there is good reason to do so.

Any search carried out needs to be recorded on CPOMS. This should include:

- the date, time and location of the search;
- which pupil was searched.
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
 - what items, if any, were found;
- what follow-up action was taken as a consequence of the search.

More detailed information can be found in Department for Education guidance here:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour, with a clear distinction made between serious and minor incidents. Language used by staff is consistent and can be followed by our youngest pupils. An appropriate sanction is one that aims to correct behaviour and promote positive choices in the future. It is therefore inappropriate to apply consequences to whole groups for the actions of a few or to use sanctions intended to humiliate any pupil. If repeated sanctions and support do not have the required effect, the only remaining options become suspension and, ultimately, exclusion from the Prep School.

The discipline structure is outlined in the Sanctions for EYFS, Reception to Year 3 and Years 4 to 6. If a child in Reception to Year 6 reaches Level 4 within this structure, they will automatically begin a Behaviour Review, unless one is already in place.

There is a strong link between our Equal Opportunities Policy and the sanctions system. Procedures already in place for dealing with racism and racial harassment under the Equal Opportunities Policy are also applied here. In addition, it is essential that sanctions are applied consistently and are not influenced by gender. Sanctions or rebukes based solely on gender differences must be avoided.

Whenever a school sanction is applied, staff will consider any individual needs of the pupil involved as well as their stage of development and age. If uncertain about the appropriate consequence or sanction, staff will consult the SENCO, Deputy Head and the relevant Phase Leader.

Corporal punishment is never used or threatened by any member of staff, regardless of the offence. Punishments that are humiliating or degrading are not used. Please refer to the *Anti-bullying Policy* for more information.

Physical intervention including restrictive intervention

Restrictive intervention is any action, physical or non-physical, used to prevent, restrict or control a pupil's movement (including reasonable force, restraint or seclusion). It must only be used as a last resort to keep children safe (e.g. to prevent injury, serious damage, crime or disorder), using the least restrictive option, the minimum force and for the shortest time. In an EYFS and primary context, staff must consider age, size, SEND, communication needs and emotional development, prioritising prevention, de-escalation and maintaining the child's dignity at all times.

Appropriate interventions may include guiding or escorting, blocking, or (where absolutely necessary) proportionate physical restraint or short-term seclusion purely to reduce immediate risk. These must never be used as punishment. Inappropriate or prohibited practices include any action that restricts breathing or circulation (e.g. pressure on neck, chest or abdomen, covering mouth/nose), excessive or prolonged force, or techniques likely to cause harm or distress, including unsafe ground holds. Seclusion must never be used as a sanction, must be supervised and ended as soon as risk reduces. Positive, routine physical contact (e.g. comfort, first aid, guiding young children) remains appropriate where it is safe and developmentally suitable.

Who may use restraint and recording requirements: All school staff have a legal power to use reasonable force in the circumstances above, though those likely to use it should be trained and supported through risk assessment and clear policy. Every significant incident of force, restraint or seclusion must be recorded in writing as soon as practicable (the same day), including what happened, why it was necessary, duration, type of intervention, and any injuries or follow-up support. Parents must be informed as soon as possible (the same day), and schools should review incidents to improve practice and reduce future need.

The report should include:

- The name(s) of the pupil(s) involved and when and where the incident took place
- The names of other staff and pupils who witnessed the incident
- The reason force was necessary

- How the incident began and progressed, including details of the pupil's behaviour, what was said by those involved, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long
- The pupil's response and the outcome of the incident
- Details of any injuries suffered by the pupil, another pupil or any member of staff and of any damage to property.
- Post-incident actions: safeguarding actions, support, medical treatment.

Sanctions in the EYFS, Farmhouse Nursery

Behaviour – may include the following:
Physical behaviour, including biting or using hands Harming property Using unkind words Not listening or following directions regarding health and safety Being unsafe Being unkind Not sharing/turn-taking
Action – Level 1
Incidents relating to behaviour are dealt with and resolved in the moment and each incident is treated individually. If the behaviour is putting themselves or others at risk, staff will guide the child away to a clear, safe space and allow them time to express their emotions in a safe way. The language of emotions (and use of resources such as emotions cards or pebbles) will support the pupil to discuss how they, their peers and adults are feeling when certain behaviours are used. Staff will engage those involved in the incident in the conversation and support the pupil in working out how to solve the problem. Staff will suggest ways in which pupils can express their emotions safely. Reflection time and learning opportunities are explored before moving on. During reflection time, an adult will be sat with/near a child offering them support to manage their emotions as appropriate. Taking stage of development/age into account, pupils will be expected to apologise to those who have been hurt or offended. If the behaviour is repeated, observations will be carried out to help identify triggers or patterns and the reason behind the behaviour. This will inform support strategies going forward.
Action – Level 2
If behaviour issues continue, further 'reflection time' will be allowed. Strategies outlined above will be repeated as necessary. If the behaviour is repeated throughout the day, the child's parents will be informed. This will be done in a constructive and positive manner, working in partnership with parents to understand the behaviour in more detail and to discuss and agree support strategies going forward. Staff are mindful when giving feedback to ensure this is away from the child and private for the parents concerned. This can be via phone call or through an arranged meeting. Observations will continue to be used to guide support strategies going forward.
Actions – Level 3
Parent/s or carer/s will be invited in for a meeting or telephone call with the Room Leader and Nursery Manager to talk through the observations and behaviours in more detail and discuss support strategies going forward. The Learning Support department will liaise with parents, Room Leaders and the Nursery Manager and support strategies will be collaboratively agreed.

Sanctions in Reception to Year 3

Behaviour – Level 1 may include the following:
Poor classroom behaviour including low-level disruption Distraction to others Being untruthful Being unkind Not taking turns Taking other people's possessions Not following instructions
Action – Level 1
Pupils should be encouraged to correct their behaviour and be given a reminder: <i>[Name] Thank you for looking/listening. This is now a reminder. Please... (insert correct behaviour) ...or you will choose to have reflection time.</i> If the child corrects their behaviour, staff will praise the child for making the right the choice. Staff will ensure they are talking to the pupils at their eye level and will help the child to reengage with the activity once they are ready. We will always refer to positive actions and enable the pupils to "move on". If a reminder is unsuccessful and behaviour continues it might be helpful to give the instigator a short 'cooling off' session by sitting quietly to one side. Reflection timings are age dependent: For Reception it is 2 minutes. For Years 1 and 2, it is 3 minutes, in Year 3, it is 5 minutes. If the behaviour is repeated through the day, the appropriate number of minutes of playtime or Golden Time will be lost. Parents will be informed when children have received a Level 1 sanction. Where a child is demonstrating poor classroom behaviour on a regular basis, staff will raise with the Learning Support department to collaboratively agree strategies. If the poor behaviour is persistent in the classroom the Class teacher may discuss the situation with the parents. Positive reinforcement, such as sticker chart will be put in place. Class teacher to raise issue in weekly phase meeting.
Behaviour – Level 2 may include the following:
Inappropriate language Physical behaviour Repeated behaviour as listed in Level 1 where there has been no response to reflection time or sanctions.
Action – Level 2
Pupils are encouraged to identify their feelings and what has not gone well. Staff will ensure they are talking to the pupils at their eye-level. Pupils are expected to apologise to those who have been hurt or offended in any way. If behaviour is severe pupils will be referred to the Phase Leader. In the case of biting, both sets of parents are informed. Parents are informed as soon as is practical via a telephone conversation. Children in Year 3 who have received 3 sets of reflection time within half a term will result in a detention. Parents will be informed. Physical behaviour in Year 3 will result in a detention and details recorded on ISAMS and CPOMS.
Behaviour – Level 3 may include the following:
Persistent and repeated poor behaviour as detailed above Physical behaviour Bullying Two previous level 2 sanctions

Action – Level 3
The Phase Leader or Deputy Head will discuss the situation with parents and develop co-operative strategies to reinforce positive behaviour. The Head of Prep will be informed. In Year 3, a detention will be sat and details recorded on ISAMS and CPOMS. A Behaviour Review may take place at this stage and would begin with a meeting with parents.
Behaviour – Level 4 may include the following:
In cases of extremely poor behaviour, or repeated behaviour as detailed above. Discrimination towards those with protected characteristics.
Action - Level 4
Behaviour Review will begin if not already in place. Suspension for up to two days as deemed appropriate by the Head of Prep. Final warning or expulsion.

Sanctions in Years 4 to 6

Behaviour – Level 1 may include the following:
Low-level behaviour may result in any staff member giving a pupil a Conduct Point (CP). This may include, but is not limited to, talking in class, rudeness towards staff and other pupils, persistently being unprepared for lessons, not acting upon a teachers' explicit instructions, not heeding a warning from a teacher or breaking any embedded school rules or procedures.
Action – Level 1
Pupils will be given a CP by a teacher for breaching the rules outlined above. CPs are recorded on ISAMS and CPOMS by the member of staff issuing the CP alongside the reason it has been given. Phase Leader and the Form Teacher will automatically be notified. Pupils who receive three CPs within a half term will be escalated to a Level 2 Sanction. Phase Leader and Deputy Head will track and monitor CPs. Form Tutors will act as positive role models and mentors and to encourage positive behaviour and support tutees who receive a CP. Parents will be informed of CPs by the Form Teacher either via email or telephone. Staff will not discuss incidents of poor behaviour in person, when other parents are within hearing. Phase Leader will warn pupils when they have received two CPs. Staff will give pupils a gentle reminder, followed by a formal warning before issuing a CP. Reminders can be used as often as the teacher deems necessary. Teachers can issue a formal warning immediately if they deem it necessary. Formal warning will be concise, clearly outlining the undesired behaviour. Restorative conversations are led by the staff member issuing the Level 1 sanction to build further rapport with the pupil and to outline explicit expectations in their class. Restorative conversations can happen during a lesson, after a lesson or at a break time but will be on the same day. Reflection Time and CPs can still be given outside of the classroom, without warning, for pupils who do not meet behaviour expectations.
Behaviour – Level 2 may include the following:
Pupils who have received three CPs within a half term. Pupils who have been swearing.
Action – Level 2

25- minute lunchtime detention. Details will be entered onto ISAMS and CPOMS by the member of staff issuing the CP alongside the reason it has been given. Phase Leader to send communication to parents giving 24 hours notice where possible. Detention reflection to be completed and clear targets to be made. SMT to supervise. Phase Leader to follow up with support and to monitor future behaviour.
Behaviour – Level 3 may include the following: Repeated poor behaviour, poor attitude to academic rigour and minimal effort to improve. Physical behaviour, bullying and discrimination (direct or indirect, physical or verbal) towards those with protected characteristics. Two previous Level 2 sanctions or a succession of Level 1 and Level 2 sanctions in a brief period. Head, Deputy Head and Phase Leader to agree when a Level 3 sanction is appropriate.
Action – Level 3 Pupil to sit a 1-hour after-school detention from 1630 – 1730, missing after school club if necessary. Pupil to be entered to the next available detention on ISAMS and CPOMS. Phase Leader to send communication to parents giving 24 hours' notice. Detention reflection to be completed. A Behaviour Review may be implemented at this stage and would begin with meeting parents.
Behaviour – Level 4 may include the following: Pupil displaying extremely poor behaviour or discrimination towards those with protected characteristics. No improvement in behaviour or classwork following previous sanction levels. Behaviour completely inappropriate for school or continued physical behaviour or bullying.
Action - Level 4 Pupil suspended for up to two days, as deemed appropriate by the Head of Prep. Pupil given final warning. Pupil may be expelled from the Prep School. CPOMS entry to be completed and a record made on ISAMS. Parents meet with the Head of Prep and an appropriate consequence administered. Confirmation letter sent to the parents following the outcome from the meeting. Any pupil reaching this level will automatically begin a Behaviour Review, if not already started, beginning with a meeting with parents led by The Head or Deputy Head. Parents can also be present if they wish. The meeting will have a restorative approach, highlighting targets to improve, explaining the provision which will be put into place while also explaining the necessity for the consequence and understanding the next steps should the behaviour not improve.

This policy should be read in conjunction with the following:

- Prep School Behaviour Review Procedure
- Supervision of Pupils Policy
- Missing Student on Campus Policy
- Acceptable use of ICT and Mobile Technology
- Anti-bullying Policy
- Cyberbullying Policy
- Restrictive Intervention Policy

- DfE guidance on searching, screening and confiscation:
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>