



THE ORATORY
PREPARATORY SCHOOL

**Behaviour Policy
(Including Exclusions)**

September 2021

Reviewed: September 2020

Revised: September 2021

Date of next review: September 2022

Making a Positive Contribution

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2017, as well as Keeping Children Safe in Education 2021, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021)

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Rationale

The Oratory Preparatory School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core Catholic values with a heavy emphasis on respectful behaviour, a consistent approach to managing poor conduct and consistent interventions that support staff and learners.

1. General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy
- Work to create a culture of exceptionally positive behaviour: for learning, for community for life using clear, consistent language.

- Ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- Focus on positive behaviours first and refrain from judgement.
- Enable pupils to take control of their behaviour and be responsible for the consequences of it: to enable them to make the right choices.
- Build a community which values kindness, care, good humour, courtesy, consideration and empathy for others.
- Promote community cohesion through improved relationships with all staff.
- Ensure that excellent behaviour is a minimum expectation for all.

2. Purpose of the policy (Curriculum)

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies:

- Good Behaviour
- Self-Discipline
- Academic Effort and Achievement
- Sport Effort and Achievement
- Art & Drama Effort and Achievement
- Respect
- Fundamental British Values
- Upholding the school's Catholic Values
- Internal and external competitions
- House Events

3. Pupil Code of Conduct

- All members of the OPS community are expected to act considerately, and show respect towards each other.
- Pupils are expected to make full use of the opportunities available to them.
- Work should be completed to the highest possible standards and handed in on time.
- Pupils are expected to respect the rights and property of others. If you need to borrow something always ask the owner first and return it as soon as possible.
- All pupils should work towards improving the Eco status of the school. REDUCE, REUSE, RECYCLE.
- Every pupil should take responsibility for her own actions. If a pupil is to be absent from a lesson due to an extracurricular activity, they should

inform their teacher by the previous lesson at the latest. Commitment to teams, clubs and extracurricular activities is important.

- Attendance at matches/meetings/concerts is expected; if absence is unavoidable, a written letter of apology should be given to the teacher at least two days in advance.
- All pupils should look after school property, and not drop litter anywhere in the buildings or in the grounds.
- For their own safety, pupils must keep within the bounds when in the school grounds.
- Pupils are expected to suggest and support ways of helping others within and outside the Oratory Prep community.

4. Consistencies for ALL staff

1. Meet and greet at the door.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to 'Kind, Considerate, and Courteous' in all conversations about behaviour.
6. Be calm and give 'take up time' when going through the 6 steps below. Prevent before imposing a consequence.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past pupils who are behaving badly.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as "just banter" or "having a laugh".

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy recognises the need for a behavioural approach to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.

As part of this process staff should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

5. REWARDS

We, as a school, believe the **pupils and staff code of conduct** is what we hold as our beliefs as to how we should behave and treat everyone in our family community and environment.

These actions can receive rewards as follows:

The House Point System

The House Points (HPs) system recognises pupils for their positive contributions to school life and helps create a positive environment. The system is designed for all areas of school life for which good behaviour, effort, progress and achievement are rewarded. The present points system is a product of the Students' Council so the children have strong "ownership" of the system.

It is used enthusiastically to give as much positive feedback as possible to pupils in the many and varied areas of school life.

How are House Points awarded?

At the Oratory Preparatory School, we aim to reward ALL pupils for their academic and pastoral performance, effort and achievement.

Pupils are awarded achievement points for their high standards of behaviour both in and out of school, acting upon their understanding of social and emotional skills whilst aiming to encourage each individual to be the 'Be the best you'.

Academic Points for:

- Effort
- Progress
- Achievement

Value Points for:

- An act of kindness
- Being considerate
- Being courteous

At the end of the academic year, prizes are awarded at the annual Prize Giving ceremony both for Academic and Pastoral achievement and for effort as well as specific subject prizes.

Juniors - Y3, Y4	Seniors - Y5, Y6, Y7 & Y8
50 House Points - Bronze badge and certificate	50 House points - 25 Privilege Points
75 House Points - Silver badge and certificate	75 House points - 50 Privilege Points
100 House Points - Gold badge and certificate	100 House points - 75 Privilege Points
150 House Points - Platinum badge and certificate	150 House points - 100 Privilege Points

- Badge and Certificate (50 Bronze, 75 Silver, 100 Gold, 150 Platinum)
- Indoor break with a chosen friend (25 privilege points and over)
- Tuck Shop treat (25 privilege points and over)
- Gift/Book Voucher(100 points and over)

The Tuck Shop will be open once a week (Friday 3.30pm) and will be run by Y8 prefects. For those who prefer not to have the treat (healthy options will be available) they can trade their points in for a badge or indoor break with a friend.

All points are totalled in Houses at the end of the school year to determine the overall winner of the House Points Cup and the 'Be the Best You' Cup.

In addition the House that achieves the most points at the end of the school year will be invited to wear home clothes for a day and their £1 donation will go to a charity chosen by the School Council.

School Prefect System

The school operates a Prefect system for the Y8 pupils. At the start of the academic year, the Y8 pupils undergo a Leadership workshop that is led by a team of Prep staff. The Leadership workshop involves both physical and mental tests which enable the staff to identify those pupils who show leadership potential. Once the Leadership workshop is complete, all pupils undergo an interview.

The process is conducted fairly and ensures all pupils are given an equal opportunity for selection.

House Prefect Selection

- Each of the four houses will vote to choose 4 House Prefects.
- Pupils will choose four names from year eights on the same day at the same time by placing names on a sheet of paper. There will be no ballot form. There is no formal warning this is going to happen.
- The Housemaster/ Mistress will collect these sheets and they will then choose four prefects. The choice will be measured and fair.
- Once the selection has been made, the Housemaster/Mistress will announce the four selected pupils to the House. This takes place once the Headmaster has announced who the School Prefects are to the whole school.

Head of House Selection

- Once the four House Prefects have been chosen, the Housemaster/Mistress will invite his prefects to an interview in which he and two other House teachers will interview the four Prefects.
- The Housemaster/Mistress will conduct 5-10 minutes' interviews with the 4 House Prefect.
- The Housemaster/Mistress can enjoy the input from his colleagues on who to choose after a successful Interview.
- All Heads of House and House Prefects are signed off by the Assistant Head, School Leadership and the Headmaster.

Head Boy and Head Girl

When the names of the Prefects have been announced, the senior management team (SMT) begin the process of identifying the Head boy and Head girl. All eight Prefects undergo vigorous interviews undertaken by the SMT. Once the interview process is complete and the SMT have met to discuss the candidates, the Head Boy and Head Girl are announced.

Two new Prefects are then appointed to fill the roles vacated by the Head Boy and Head Girl. The Head Boy and Head Girl oversee the Prefect body and ensure they carry out their roles and responsibilities.

At this stage the Housemasters/mistresses appoint their Heads of House and House Prefects.

Colours Awards

These awards may be given in recognition of outstanding contributions to sport, drama, music, the choir and some activities. At 1st team level for boys and girls, and Under 11A for girls, a certificate and a blazer tag are awarded. For all other levels, including those below A team, a certificate is awarded.

6. SANCTIONS - Flags [Years 3 to 8]

At the Oratory Preparatory School we recognise that the Catholic Values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include, being **kind, courteous and considerate** for oneself and others, care and respect for property and for the environment.

Our sanction strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and wellbeing and use a restorative approach when behaviours are extreme. This allows the child the opportunity to voice their feelings, views and thoughts about their poor choice of behaviour.

We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential. There is a wealth of support for pupils in school such as their tutor, class teacher, school counsellor, matrons, nurses, Deputy Head Pastoral, Learning Support, external agencies, the School Chaplain and of course the Headmaster to provide pastoral support and guidance.

The chart below shows what actions will result in getting Flags. The misbehaviours are not exhaustive but provide a clear guidance on the behaviours we do not want to see in our school. The flags are recorded on iSAMS as 1 flag, 2 flags, 3 flags or 4 flags. Reports are provided by the Deputy Head Pastoral on a weekly basis for monitoring purposes.

1 Flag	2 Flags
<ul style="list-style-type: none"> ● Answering back to staff ● Talking at the same time as the teacher ● Being silly in lessons/calling out ● Being late for lessons ● Not having the right equipment in lessons ● Talking in assembly or lessons, ● Wearing the wrong footwear without authorisation ● Being mean to others by purposely leaving them out ● Being mean to others by making fun when they get something wrong ● Constantly winding up/annoying others ● Playing tricks on others to deliberately humiliate them. ● Low level disruption/defiance in lessons ● Repeated failure to complete/hand in prep ● Being persistently late for lessons ● Failing to comply with staff instructions 	<ul style="list-style-type: none"> ● Being rude and/or disrespectful to the teacher ● Lying to staff ● Fighting ● Small acts of vandalism ● Answering back to member of staff ● Acts of unkindness ● Talking over the teacher ● Being messy and poorly organised ● Blackmailing others ● Constantly blaming others when they have done nothing wrong ● Putting others down ● Misuse of devices ● Talking in an exam
3 Flags	4 Flags
<ul style="list-style-type: none"> ● Swearing ● Shouting at a teacher ● Stealing - regardless of the financial value of an item ● Going into other people's property ● Hurting someone physically ● Damaging school equipment ● Poor report card performances (see information below) ● Unsafe behaviour: verbal or physical bullying of a pupil or member of staff 	<ul style="list-style-type: none"> ● Bullying type behaviour ● Serious fighting incident ● On-line misuse of social media that is brought into school ● Low level damage to school property – graffiti etc. ● Bringing the school into disrepute ● Abusive/swearing language at a member of staff <p>* see restorative sanctions procedure</p>

All flags and actions taken must be recorded centrally on iSAMS for monitoring purposes. Tutors are responsible for monitoring and helping to improve their tutees behaviour and liaising with the Deputy Head Pastoral and parents when necessary.

Sanctions Ladder

NOTE: Staff must not give detentions without the Heads of Junior or Senior Prep being made aware. In their absence please inform another member of SLT.

20 flags	Exclusion (time dependent on incident)
15 flags	External Suspension (time dependent on incident)
10 flags	Headmaster, Parent and Pupil meeting
9 flags	Internal Suspension (e.g. miss match, activity, event)
8 flags	SLT Detention Saturday 12-2pm. Meeting with SLT member, Parent & Pupil
7 flags	-10 HPs +DH Pastoral meeting – Formal letter home/recorded on pupil profile iSAMS
6 flags	-5 HPs + HoS or HoJ Detention: Meeting with parents, pupil, Tutor, HoS
5 flags	-3 HPs + HoS or HoJ Detention - Wednesday 5pm: Parents and Tutor informed
4 flags	HoS or HoJ Meeting: Parents and Tutor informed
3 flags	Form Tutor/Teacher Restorative Meeting - Behaviour Report Card for 1 week (see below)
2 flags	Email home by Tutor
1 flag	Short meeting with Tutor

Behaviour Report Cards:

These will be seen as strategies to help pupils manage/control themselves and see the benefits from their efforts to improve and thus raise self-esteem. The Head of Juniors/Seniors will determine which card is appropriate to use.

- **Behavioural class report card** – to help pupils with their behaviour **in** the classroom
- **General behaviour report card** – to help pupils with their behaviour **outside** the classroom
- **Late report card** – to help pupils with getting to where they need to be on time

- **Organisation card** – to help pupils with getting their kit organised for lessons
- **Prep Report card** - to help pupils with getting themselves settled down to prep
- **Focus Report card** - to help pupils with their focus and attention in lessons

Staff giving a Flag for low-level incidents (1 Flag):

Informal Verbal Warning (L1 -VW): after a low level event has occurred

Staff will say: "X I am asking you to stop doing Y, thank you".

Pupil repeats offence in lesson/break: Teacher asks pupil; "What did I ask you not to do X?"

Pupil responds, Teacher replies; "What have you been doing?"

Pupil responds. Teacher replies; "If you continue with this course of action I will be giving you a flag, do you understand"?

The warning is given and if behaviour persists 1 Flag is given.

How system resets itself:

The flags are accumulative, but the number can reset itself after a certain length of time.

If a pupil is on 1-8 Flags that resets after one term.

If a pupil is on 8-14 Flags that resets after two terms

If a pupil is on 15-20 Flags that resets after one year

SEND Pupils

Consideration is given to individual pupils who are receiving learning support in school and have specific behavioural difficulties related to their learning needs. The OPS recognises these pupils require a different approach to sanctions and teachers will liaise with the Head of Learning Support before a sanction is imposed upon them. Staff **must not** give a detention without informing the Head of Learning Support.

RESTORATIVE SANCTIONS PROCESS for bullying or extreme types of behaviour

We believe in repairing relationships, or 'making good' in some way through restorative meetings. Pupils are given the opportunity to repair relationships rather than focussing on the concept of 'punishment'. This is because we do not want our pupils to focus on punishment but on what they did and why.

These meetings are held by the class teachers, tutors and senior leaders depending on the behaviour.

Reparation meetings at The Oratory Preparatory School are a core part of repairing damage to trust between staff and pupils. Staff will always deliver consequences calmly, with care and fairness and will not confront poor behaviour with anger.

Our Reparation meetings are structured in 6 steps:

- What's happened?
- What was each party thinking?
- Who feels harmed and why?
- What has each party thought since?
- What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Reparation meetings, Middle and Senior Leaders will support when requested.

THE RESTORATIVE EIGHT QUESTIONS – if the restorative meeting is going to be productive, remember both adult and pupil should be free to speak. Selecting the right language, tone and physical approach is very important.

If a pupil appears not to be responsive in the meeting, a good place to start is to ask on scales of 1 to 10. E.g. how angry were you, how do you feel about being in school, how happy are you in class?

If the number is low asking the pupil what could be done to increase it to a 9 or 10. Once this is complete, it will be easier for you to move onto asking 5 of the following restorative questions. You will have to decide which ones are suitable for the behaviour displayed.

1. **Would you like to tell me what happened?** - Listen to the pupil's version then share your own but without judgement. Stay clear of "and then you decided".
2. **Can you tell me what you were thinking at the time?** - Helps the pupil reconsider their actions. Their thinking may have seemed irrational to you at the time but might not be obvious to the pupil.
3. **What have you thought since?** - This may allow the pupil to have a change of attitude or an apology. Ask if they thought they were being kind, considerate or courteous at the time.
4. **How do you think this made others feel?** - The pupil may not be aware of how their peers feel or react to their behaviour. It is important to

emphasise this because it allows the pupil to think about the impact of their behaviour on their peers.

5. **Who do you think has been affected?** - If the pupil only states themselves then you will need to be specific, e.g. what about who needs quiet in the classroom so that they can concentrate. It teaches the pupils to use their conscience. They could draw up a list of the people affected.
6. **How do you think they have been affected?** – Many pupils don't seem to understand the effect of their behavioural choices – we need to try to teach OPS children not to be selfish or lack consideration for others.
7. **What do you think we should do to put things right?** – It's important not to demand an apology and there may be other ways to put things right. If an apology is the only 'correct' step, try not to force it or be judgmental if it's not said with the tone you feel is acceptable.
8. **What do you think you can do differently in the future?** – it is likely children will meet similar situations and frustrations in the future so having them think about making more positive choices in the future.

At the end of the meeting thank the pupil for speaking with you. Record the key facts of the meeting on My Concern.

8. Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow the following option in relation to the confiscated items;

- Returning items to pupils or parents after a given period (where possible at the end of the school day). For example, items banned from school, such as money, mobile phones, specific toys, jewellery
- Using personal devices when a member of staff is not present
- Using personal devices to record videos or take photos without a teachers request (i.e. it forms part of an educational lesson)

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

9. Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headmaster will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent

exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding and Child Protection Policy.

10. EYFS and KS1

Please refer to the EYFS Behaviour and Management Policy.

11. Policy on Anti-Bullying

A full copy of our Anti-bullying Policy can be found on the School website.

12. Managing Pupils' Transition

The Oratory Preparatory School is aware that points of transition can lead to increased anxiety and stress, which, in turn can result in behaviour, which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- Taster days/induction days for new pupils
- Year 3 visiting afternoon (prior to first day of term)
- 'Moving up' days for current and new pupils
- Pupil and parent 'show arounds'
- Year 2 into Year 3 Transition Programme (summer term)
- Handover meetings between class teachers
- 'Meet the teacher' information sheets
- New pupil transition meetings (before and/or after joining)
- EYFS handbook
- Visiting pupils' previous setting (EYFS only)
- Parent handbook
- Boarders handbook
- New parent/ pupil events
- Buddy systems
- Liaison with senior schools, including participation in induction events

Cross-references

This policy takes into account of the guidance offer to staff in the following policies

- Use of Reasonable Force to Restrain or Control Pupils
- Consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policy (which is found in the safeguarding policy)
- Dealing with malicious allegations against staff in the safeguarding policy

13. Dress Code

- Full school uniform is to be worn at all times unless specifically told otherwise.
- Appropriate kit must be worn for PE and games. Tracksuit bottoms must be worn when pupils move around the school buildings.
- Shirts must be tucked in, socks pulled up, and shoe laces tied at all times.
- Outdoor shoes/trainers must not be worn inside the school building.
- Jumpers must not be worn around the waist.
- Smart Casual wear is worn to Mass on Sundays.
- Girls' hair should be neat, off the face and, if long, tied back using school colour bands or scrunchies. Boys' hair must be neat and not too long; it should not fall over their collars or ears.
- Girls are not permitted to wear jewellery, with the exception of those in Years 6, 7 and 8 who may wear a small stud earring.
- All pupils leaving school must be wearing full school uniform unless permission to wear alternative clothing or uniform has been given by the headmaster.

14. Out of Bounds

The following areas are out of bounds:

- The changing rooms, unless changing for games, PE or activities
- The quad in front of the Old House and driveway
- The classroom complex and music wing outside lesson times, except with the specific permission of a member of staff or when using the library
- Junior boarders may use the Reception to Year 2 play area at weekends only, and Years 3 and 4 may use this part of this area when the children in Reception, Year 1 and Year 2 are not at play
- The swimming pool (unless accompanied by a member of staff)
- No pupil may leave the school grounds unless accompanied by an adult.

15. Money

Day pupils should not bring money to school. All money brought to school by boarders (or sent to them in the post) must be handed in immediately to the School Office for safe keeping. This includes money needed for travel, Exeats and half-term.

16. Food and Sweets

It is school policy not to reward pupils with sweets for good behaviour or notable work. Whilst sweets can be given at the end of term in the Michaelmas and Lent terms as part of the Christmas or Easter Celebrations, pupils should not be given them within the school by staff or parents.

No pupils should bring food or sweets to school with the exception of birthdays whereupon they may wish to share a sweet or cake treat with their peers.

Tuck is available to boarders three times a week or at the discretion of the Housemaster.

17. Dormitories

These are out of bounds during the day without the permission of the boarding housemaster or the matron on duty. Permission to use the dormitories during the day, especially at weekends, will normally be given for quiet activities.

18. Searching pupils (including boarders) or possessions with and without pupil consent

If a member of staff believes in good faith that a pupil has forbidden items in his or her possession, the pupil may be asked to empty their pockets or open their cupboards, lockers, bags etc.

If a member of staff believes in good faith that a pupil has items in his or her possession that may be harmful to that pupils or to others, the pupil or his/her possessions may be searched without his/her consent.

Stipulations are as follows:

- I. The pupil must have been given more than once the opportunity to give consent for their belongings or person to be searched.
- I. In the case of a male pupil, two male staff should conduct the search (including the Heads of Junior or Senior Prep or another male member of the Senior Management Team)
- II. In the case of a female pupil, two female staff should conduct the search (including the Head of Junior Prep, Boarding Houseparent (in the case of a boarder) or another female member of the Senior Management Team.
- III. Any searches which are carried out must be documented in detail on MyConcern which will automatically alert the Designated Safeguarding Lead. A note stating 'boarding matter' must be added should the pupils reside at school during term time.

19. Modifying Pupil Behaviour - Guidance

The document 'Bellevue – Modifying Pupil Behaviour – Guidance', outlines the review process to address behaviour at the Oratory Preparatory School.

Annex A

Exclusions Policy

1. Underlying Principles

The Oratory Preparatory School is a caring school community committed to equal opportunity for all. It is felt that exclusions of pupils from the school, whether permanent, or as suspensions, are damaging to the school community. Consequently, a pupil will only be excluded or suspended when other strategies and sanctions have not been effective over time, or when there has been a single, clear and serious breach of discipline, or if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or other pupils in the school, in the short or long term

The school follows the regulations concerning exclusions set out by the Independent Schools Inspectorate.

2. Objectives

This policy has been compiled to provide all staff, pupils and parents with a transparent framework of the procedures used when dealing with a situation in which a pupil will, or may, be excluded. Each child and situation will be treated individually. We will always work with all the staff and parents to ensure the best interests of the child, only as a last resort will exclusion be considered.

3. Guidelines

Exclusion may be the result of repeated failure to abide by the school's expectations of good conduct, or to respect for its aims and ethos. However, exclusion may also result from a single serious incident, which may include the following:

- The pupil has committed a serious disciplinary offence - Bringing into school objects, which may cause harm to other members of the community or pornographic literature or images.
- For medical reasons, the pupil's presence in the school represents a serious risk to the health and safety of pupils and staff
- The pupil has ignored repeated warnings and minor punishments for repeated more minor offences.
- Threatened or committed violence or abusive language against other members of the school community
- Stealing from the school, a member of staff or a fellow pupil

- Malicious or disruptive behaviour, including open defiance of authority
- Engaging in sustained bullying of other pupils
- Making allegations against a member of the school community which are confirmed to be malicious
- Malicious use of social media

4. Fixed term and permanent Exclusions

PUPILS

We expect all members of the school community to act in a reasonable, supportive and respectful manner in ensuring the well-being of our community. Where this is compromised by the conduct of a child or parent exclusion will be considered.

The Oratory Preparatory School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. The following forms of exclusion are available as an ultimate sanction:

On-site Exclusion – removal from usual activities but not from the school site, such an exclusion will last up to a full day. An internal exclusion may be the initial part of a fixed term exclusion while the school awaits the collection of the child by parents.

Fixed Term Exclusion – the child is removed from school for set period of time at the discretion of the school.

Permanent Exclusion – the child is removed from the school roll. This will be preceded by a fixed term exclusion to ensure proper investigation and consideration of events.

PARENTS

Parents are also subject to the above conditions, relating to fixed term and permanent exclusion, where the welfare of other members of the school community is threatened by the conduct of a parent. Sanctions applied to a parent may include

- **On site** - Access to the site and school events is only permitted under certain conditions.
- **Fixed Term** - Barring the parent from the site and school events for a fixed period
- **Permanent** – Permanent barring from the school site. Removal of children from the school roll

The school will communicate with the police where it is deemed necessary for the welfare of the community.

The power to exclude a pupil can only be exercised by the Head or the Heads of Junior or Senior Prep in the absence of the Head, and then only in consultation with the Head. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. The Head will discuss all exclusions with a member of the governance of Bellevue Education. A member of the governance committee will monitor exclusions and ensure that the school policy is administered fairly and consistently.

4.2 Investigation and decision.

- A pupil may be suspended pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by their remaining in the school. Except in the case of a neutral suspension, a thorough investigation will precede an exclusion or a suspension.
- All evidence will be very carefully assessed and collated. Records will be kept of all exclusion and suspension proceedings. In addition, a pupil will always be allowed and encouraged to give his/her account of events.
- In the case of an incident in which the pupil may be suspended for five days or more the decision will be made by the Headmaster after a hearing at which the evidence will be presented, and the pupil, and their parents will have an opportunity to respond.

4.3 Communication

- In the event of an exclusion or suspension, the relevant pupil's parents will always be informed immediately, first by telephone, and then by letter, if a face to face meeting is not possible.
- All exclusion and suspension details should be kept as confidential as possible. The Schools Director will always be informed and involved with any procedures which does, or may, result in a suspension of more than five days, or an exclusion.
- The Headmaster may arrange an interview with the parents of a suspended pupil when the pupil is to return to school.
- Any pupil who is permanently excluded will not be removed from the school register until the appeal process has been completed.

5. Parameters

This 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 or associated with the School, and also when boarders are in the company of day pupils at, or away from School premises, or outside School hours.

6. Support

The school will seek, as far as is possible and practical, to support a pupil who has been suspended from school with the setting of work. In the case of an exclusion, the school will seek to support the pupil, and family, as far as is possible and practical with transfer arrangements to a new school, and with reconciliation, if necessary.