



— Est. 1859 —

THE ORATORY PREP SCHOOL

— Cor Ad Cor Loquitur —

School Behaviour Policy

This policy applies to all pupils in the school, including in the EYFS

bellevue

Reviewed July 2025
Next Review August 2026

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 2025, as well as Keeping Children Safe in Education 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2025, 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.
- or 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.

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, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harrassment are not tolerated.

As part of this process schools 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.

This list ensures compliance, rather than being exhaustive.

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

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher 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 Policy (p19).

Guidelines for Behaviour Management at the OPS

Positive approaches to behaviour and rewards

We actively promote good behaviour in school by modelling the behaviour we want to see, by communicating clearly our expectations of behaviour and by praising good behaviour throughout the school. To ensure students have the same positive experiences across the whole school, students and staff have devised the OPS Conduct Ladder. This is displayed in all classrooms and followed by both teachers and staff (see Appendix 1).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Praise Systems

In every assembly, those students who have achieved a Highly Commended or Superstar will have their names read out and received recognition from the school community. These successes will also be celebrated in the school newsletter.

Additionally, the accumulation of House Points will be celebrated in different ways. Individual awards will be given as in Appendix 3. The House with the most points will receive tuck each week from their housemaster.

Management of unacceptable behaviour

The OPS Conduct ladder is designed to encourage positive behaviour management, but where necessary, support staff with dealing with behaviour which is inappropriate. A list of consequences has been produced (See Appendix 2) for the award of a 'flag' and the accumulation of flags. The focus of any consequence should be a restorative conversation with the appropriate member of staff. It is important that students reflect on the occasions when they get something wrong and that this is done with the member of staff involved.

It is important to understand that the OPS Conduct Ladder provides guidance in dealing with poor behaviour. A rule reminder should be given where possible but on occasions where a student is showing blatant disregard for a school rule, a straight flag may be awarded.

Additional support for students with behavioural difficulties

If the approaches already outlined do not help a student to modify his/her behaviour it might be necessary to draw up a Pupil Support Plan to provide more targeted support to help the student to improve his/her behaviour. At first this may include the Head of Pre Prep or Prep school and parents when appropriate. It may also be necessary to involve other members of staff or agencies such as the SENCo or Educational Psychologists.

Report Cards

The school operates a system of report cards for students who are experiencing behavioural difficulties or struggling to meet their academic potential. This is a supportive measure and a way of working in partnership with parents to ensure that the student's behaviour is modified. It allows close monitoring by staff and parents on a daily basis.

Students should be on report cards for a minimum of two weeks. It is good practice for parents to be notified when the student is issued with a report card and the procedure explained. There should be a minimum of two targets on the report cards that should be focused on improving the student's behaviour, attitude and progress.

Supporting Victims of bullying

Refer to the guidance in the anti-bullying policy.

Investigation of Incidents

This applies to all incidents that could occur in the school, not only incidents relating to an infraction of the school's behaviour policy. Members of staff are expected to investigate incidents thoroughly and will ensure, when relevant, that written evidence is produced by both staff and students. Students will be expected to cooperate fully with all investigations, including by producing written statements when requested to do so by members of staff, even if the student has not been directly involved with the incident his or herself. Members of staff will take all necessary precautions to ensure that the anonymity of the student producing written statements is preserved, unless this is incompatible with the nature of the investigation.

Students who make malicious false allegations about members of staff or another student may receive consequences in accordance with the seriousness and possible impact of the allegations made.

Fixed term/Permanent/Internal exclusion

Please see the school's Exclusion Policy.

Searching pupils

School staff can search students with their consent for any item which is banned by the school rules. The Headmaster and staff authorised by the Headmaster have the power to search students or their possessions without consent where they suspect the student is in possession of prohibited items.

It is essential to read the additional guidelines on screening, searching and confiscation. See Appendix 4

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options 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
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance [“Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”](#) 2022.

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

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”.

Managing Pupils’ Transition

The 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:

- trial days/induction days for new pupils
- ‘moving up’ days for current pupils
- handover meetings between class teachers
- new pupils’/boarders’ handbook
- ‘meet the teacher’ and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events.

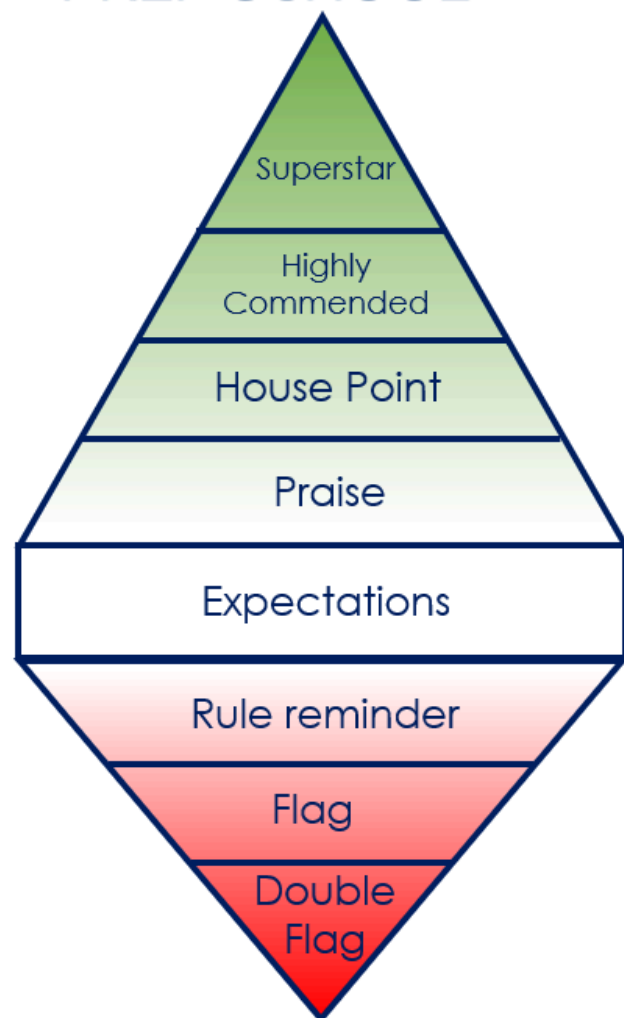
Cross-references

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

- the section regarding the use of reasonable force and other physical contact in the Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy



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PREP SCHOOL



OPS Conduct Ladder

Outstanding and consistent contribution and achievement.
Referred to Headmaster. (+3 House points)

Excellent and consistent contribution and achievement in class or school community. Referred to Deputy Head. (+2 House points)

Good work over a lesson or helping the school community. (+1 HP)

Participating well in lesson or helping with a small task.

Learner Expectations – Every lesson, every day

A reminder to stay on task in lesson or behave appropriately.

Inappropriate behaviour in class or in the school community.

Dangerous/reckless behaviour and/or disrespect for staff, pupils, the environment and school community.

Appendix 2

Sanctions

We need to be clear about the reason for applying sanctions. If we wish to modify a child's behaviour, we need to make it explicitly clear to the child why they are failing to meet the schools expectations or rules. The OPS Conduct Ladder is designed to encourage a positive approach to behaviour management and provide clear guidance for students.

Every member of staff at OPS is responsible for supporting the behaviour of children. When a staff member issues a flag, it is essential that they follow up with the sanction.

The below table outlines how flags and accumulation of flags should be dealt with.

Flag System	Description	Staff	Sanction
Flag in lesson (to be logged on iSAMS with a description)	Behaviour which prevents learning within the classroom or a games lesson.	All staff	30 minute detention with the issuing member of staff where part of the time is a restorative conversation. Staff members should contact parents to make them aware and include tutor in any communication. A note to be made in iSAMS about the parents' response.
Flag outside of lesson (to be logged on iSAMS with a description)	Behaviour which is not inline with school expectations	All staff	30 minute detention with the issuing member of staff where part of the time is a restorative conversation. Staff members should contact parents to make them aware and include tutor in any communication. A note to be made in iSAMS about the parents' response.
Double flag (to be logged on iSAMS with a description)	Dangerous/ reckless behaviour and/or disrespect for staff, pupils, the environment and school community.	All staff in consultation with a member of the SLT	A detention with the issuing member of SLT where part of the time is a restorative conversation (length to be decided depending on incident). Staff members should contact parents to make them aware and include the tutor and Head of Pre/Prep school in any communication. A note to be made in iSAMS about the parents' response.
Three flags in a half term	Accumulation of flags from poor behaviour in or outside of lessons.	All staff (Tutor to monitor flag count)	30 minute detention with tutor where part of the time is a restorative conversation. Tutors should contact parents to make them aware and include the Head of Pre/Junior/Senior school in any communication. A note to be made in iSAMS about the parents' response. Appropriate report card to be considered.
Six flags in a half term	Accumulation of flags from poor behaviour in or outside of lessons.	All staff (Tutor to monitor flag count)	One hour after school detention with the Head of Pre/Prep school. Parental meeting with tutor and Head of Junior/Senior Prep. Appropriate report card to be put in place for a minimum of 2 weeks. Notes of meeting and report progress to be added to iSAMS.

Eight + flags in a half term	Accumulation of flags from poor behaviour in or outside of lessons.	Head of Pre/Prep School	Head of Pre/Prep school to decide appropriate course of action and any further sanctions. Tutor to be involved in the process. Notes of actions to be added to iSAMS.
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The list of behaviours and appropriate responses is not exhaustive and is intended to provide guidance to staff on how to respond to behaviour in a consistent manner, while still recognising that different approaches, such as restorative practises, may be more appropriate when dealing with certain behaviours, and that students with additional needs may need to be treated in different ways

- Staff should always remember that consequences are intended to be either developmental or protective: developmental consequences help people displaying anti-social behaviour understand the impact of their behaviours on other people, so that they stop behaving in an anti-social way; protective consequences are put in place to keep people safe
- Staff should avoid applying developmental consequences for whole classes, as whole-class consequences are not therapeutic
- Whilst a 'Rule Reminder' should be given before a flag, if a child is showing blatant belligerence towards a school rule or respect to others, a straight flag is acceptable.
- Best practice is to inform and involve parents as often as possible. This is the responsibility of classroom teachers, not just HOD and Heads of School.
- The consequences are in an ongoing process of review.

Appendix 3

Individual Reward for Accumulation of House Points

To recognise the accumulated total throughout the year Stars will be awarded for students to wear on their blazers. A pupil is awarded a Bronze badge on achieving 50 points, a Silver badge for 75 points, and a Gold for 100 points. There is a platinum badge when pupils reach a total of 150 points. Certificates are also presented.

APPENDIX 4

Guidelines on Screening, Searching & Confiscation

School staff can search pupils with their consent for any item which is banned by the school rules.

Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils **with their consent** for any item which is banned by the school rules.

Searching without consent

What the law says:

- What can be searched for?
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Can I search?

Yes, if you are a Headteacher or a member of school staff and authorised by the Headteacher. But:

- you must be the same sex as the pupil being searched; and
- there must be a witness (also a staff member) and, if possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

During the search

Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing;
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves;
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags;
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon or child pornography it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.