



THE ORATORY
PREP SCHOOL

Behaviour Management Policy

Created: February 2022

Date of last review: July 2024

Date of next review: July 2025

Version: 3

Monitoring and Evaluation:

The policy will be reviewed annually and reported to governors. Monitoring of its effectiveness will be through the termly behaviour and attendance report, including feedback from student focus groups, and the responses of staff and students given in the annual whole school survey.

The Oratory Prep School (OPS) is committed to the safeguarding and welfare of its students and young people.

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

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 2024, 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.

- 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.

Purpose:

Every student has the right to feel safe at school and to learn. Our ethos is '**Every lesson, every day**' makes a difference, which emphasises a partnership based on trust and respect between all members of the school community.

The purpose of this policy and our learner expectations is to continue to ensure that the school is a place where '**Every lesson, every day**' all students can achieve their potential as learners and leaders, with relevant support, care and guidance from appropriate staff. This will be achieved by incorporating therapeutic approaches to dealing with behaviour into the school's procedures for promoting good behaviour amongst its students.

Our Learner Expectations are:

- Give your best, keep trying
- Respect yourself and others
- Challenge yourself, take risks
- Prepared, punctual, polite
- Think for yourself, be independent
- Reflect on your learning to improve
- Listen and be listened to
- Smile, have fun.

Our behaviour policy is based on Rights, Responsibilities and Rules which are common to all. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of the school's behaviour policy.

The information contained within this policy and the appendix are of equal importance. For relevant information please ensure you review the policy in its entirety.

Safeguarding:

The Oratory Prep School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Consultation and communication:

Students, staff and governors were consulted on the policy and the code of conduct.

Relationship to other policies:

Teaching and learning, anti-bullying, exclusion, SEN, attendance, Physical Intervention.

Roles and responsibilities

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 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

Responsibilities of the School

All members of the school community are responsible for encouraging good behaviour by:

Establishing therapeutic approaches when interacting with other members of the school community:

- Creating positive experiences inside and outside the classroom for all members of the school community, so that students enjoy their learning and make rapid progress
- Building respectful relationships with other members of the school community
- Recognising the difference between equality (treating everyone the same regardless of their individual needs) and equity (providing individuals with additional needs with the support they require to receive positive outcomes), and acting in a way that promotes equity
- Using consequences that 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 (developmental consequences); and using consequences to keep people safe (protective consequences)
- Dealing with pro-social and anti-social behaviours in a way that ensures students have consistently positive experiences across the school, while still recognising that people with additional needs will need further support Behaviour Policy Page 4 of 15
- Ensuring that outstanding teaching and learning is achieved by adhering to the school's minimum expectations for teaching and learning
- Being positive role models for members of the school community to follow
- Creating a calm, safe and well-ordered environment in which high quality teaching and learning flourishes and in which all members of the school community feel physically and emotionally safe
- Creating an atmosphere in which all members of the school community are treated as individuals whose rights, values, beliefs and cultures are respected
- Recognising all kinds of bullying and unkindness when they occur and taking the necessary steps to deal with these behaviours so that all members of the school community feel safe (see Anti Bullying Policy)

To ensure the success of the behaviour policy, the Headmaster, Senior Management Team and Governors should;

- Establish a positive school ethos by creating a safe, secure and well-maintained school environment, where all members of the school community have positive experiences that support students to enjoy their learning and make rapid progress
- Establish a system of praise and consequences which promote good behaviour, ensuring that no pupil will be discriminated against regarding race, religion, culture or other individual need and ensuring the safety of all
- Provide regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school
- Regularly monitor and review behaviour throughout the school
- Record and monitor incidents of a serious nature, taking steps to ensure that they do not re-occur

- Ensure there is an effective programme of staff training, including induction for new staff, that addresses both individual and whole-school training needs
- Ensure that staff are fully supported with implementing the behaviour policy.

To ensure the success of the behaviour policy, all staff should work towards the school's aims by;

- Being good role models and following the staff code of conduct
- Adopting therapeutic approaches to dealing with student behaviour, including the use of de-escalation techniques
- Providing students with additional needs with the support they need to achieve positive outcomes, paying due regard to guidance in the Pupil Support Plans
- Proactively liaising with other colleagues if they have concerns about a student's behaviour
- Informing the relevant SMT member of serious incidents, such as extreme cases of disobedience, bullying, rudeness and abusive or threatening behaviour to students or members of staff
- Ensuring that the minimum expectations for teaching and learning are achieved
- Using positive behaviour management techniques to encourage pro-social behaviour and create experiences for students inside and outside the classroom
- Providing opportunities for students to take an increasing responsibility for their own learning and conduct
- Following the school's system for praise and consequences, using the OPS Conduct Ladder to ensure that students receive the same positive experiences across the whole school
- Helping students, including those who are new to the school, to shape their understanding of what is outstanding behaviour for learning, supported by the OPS Conduct Ladder and the minimum expectations for teaching and learning, leading to a strong understanding of individual rights and responsibilities
- Liaising with parents about matters which affect their child's wellbeing, progress and behaviour by keeping the parents well informed and attending meetings when requested.

Discipline in The Oratory Prep School – Legal Powers of Staff;

- Teachers [this is a legal term that includes other members of staff working with young people in schools] in schools have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property.

To ensure the success of the behaviour policy, all students should work towards the school's aims by;

- Contributing to the minimum expectations for teaching and learning
- Taking active responsibility for the school environment and for their own learning and behaviour
- Taking personal responsibility for their own actions and understanding the consequences of them
- Understand that each individual has rights but also responsibilities and follow the "rules" of the school
- Behaving in a pro-social way that has a positive impact on other members of the school community and also the wider community outside school
- Agreeing to the Home School Agreement at the beginning of each year.

To ensure the success of the behaviour policy, parents should work towards the school's aims by;

- Accepting and supporting the school's behaviour policy and its related documents
- Accepting responsibility for the conduct of their children and offering praise and consequences when appropriate
- Agreeing to the Home School Agreement when their child is admitted to the school
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Power to discipline beyond the school gate

The school has the power to discipline beyond the school gate all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. (Educations and Inspectors Act 2006). This includes any poor behaviour when the student 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 of the school.

Or, misbehaviour at any other time, whether or not the conditions above apply, that

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

In all these circumstances the Headmaster should also consider whether it is appropriate to notify the police of the actions taken against the student. In addition, school staff should consider whether the behaviour may be linked to the child suffering, or likely to suffer, significant harm. In this case the school staff should follow its child protection policy.

Searching pupils

School staff can search students with their consent for any item which is banned by the school rules. Headmaster's 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

Use of reasonable force

The law and the school's policy on reasonable force is summarised in the Physical Intervention Policy and guidance, which all staff should be aware of.

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".

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 Junior or Senior 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.

The different types of Report Cards are as follows:

Tutor Report Card – used for low level disruption (this is issued by the tutor following a discussion with head of Junior or Senior Prep)

Positive Report Card – used for students with behavioural concerns who display a lack of confidence and low self-esteem (this is issued by the tutor following a discussion with the Head of Junior or Senior Prep).

Head of Pre/Junior/Senior School Report Card – for students who are exhibiting more serious behavioural concerns

Head of Department Report Card – used for students who are only disrupting in one subject (this is issued by the head of department following a discussion with the head of year)

Deputy Head Report Card – for students who have failed to respond to one of the above report cards.

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.

Internal Exclusion

For more serious offences such as verbal/physical aggression to students or staff or persistent low-level disruption, the student could face a period of time internal exclusion. The decision will be taken by a member of the SMT.

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 exclusion

Please see the school's Exclusion 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 (p9).

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

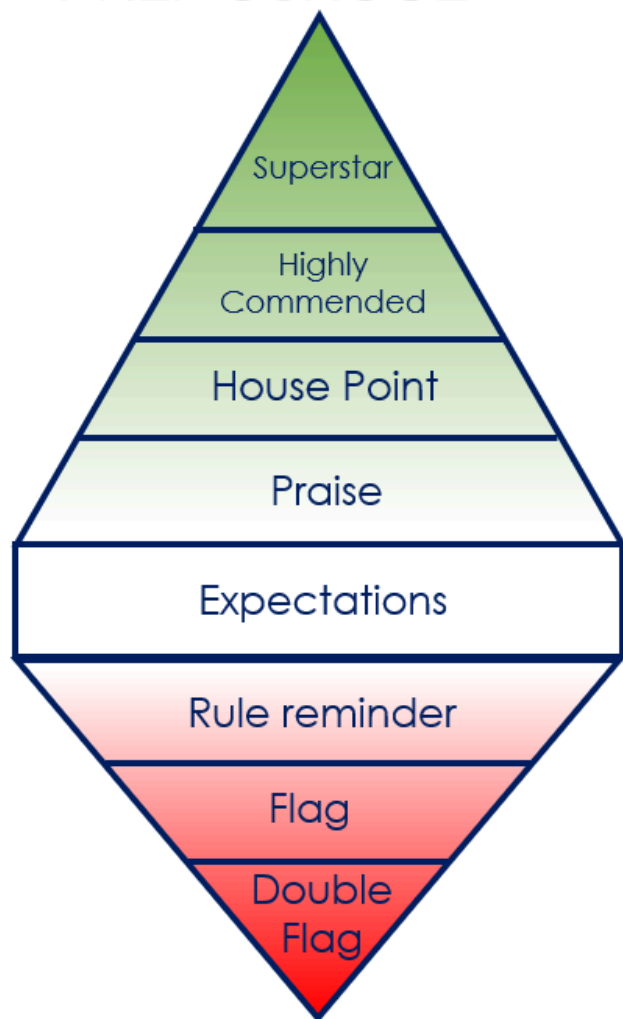
Cross-references

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 safeguarding policy
- 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.



THE ORATORY
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 Junior/Senior Prep 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/Junior/Senior 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/Junior/Senior Prep	Head of Pre/Junior/Senior Prep 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.

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.