Warwick Preparatory School

Behaviour Policy

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Behaviour Policy
(including rewards and sanctions)

Introduction

Our Behaviour Policy applies to the whole of Warwick Prep School, including EYFS, as well as including After School Care (ASC) on an age-appropriate basis and includes any occasion when pupils are supervised by school staff.

As cited in the DfE Behaviour in Schools, Advice for Head Teachers and School Staff (February 2024) Schools have a duty to maintain good order. Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Effective and positive behaviour management is crucial to the success and quality of teaching and learning that takes place in any school. At Warwick Prep, we understand that the best strategy for promoting good behaviour management relates to five simple actions. By ensuring pupils are aware of these, we believe we will get the best from them, and help them to understand and appreciate the importance of behaving as good citizens. All pupils should therefore:

- know who is in charge at any particular point in the day.
- understand what the Fair Rules are.
- be led to distinguish right from wrong and to be responsible for their own actions.
- seek fairness and consistency from all staff in the application of the rules.
- understand the rewards in place for meeting the rules and the sanctions in place for breaking the rules.

The school has a set of 'Fair Rules' which children are expected to adhere to **(see Appendix 1).** These rules promote self-discipline, encourage good behaviour and encourage mutual respect towards adults and each other.

Our policy forms part of a suite of documents and policies which relate to the welfare, health and safety of pupils in school. In particular, there are links with;

- Anti-Bullying Policy
- Staff Code of Conduct
- Searching, Screening and Confiscation Policy
- Warwick Schools Foundation (**WSF**) Expulsion, Removal and Review Policy
- WSF Safeguarding & Child Protection Policy
- Relationship, Sex Education Policy (RSE)
- Use of Force Policy
- Online Safety Policy and Acceptable Use Policy
- Special Educational Needs and Inclusion (SEND) Policy
- PSHEE Policy and Scheme of Work (inc. Protective Behaviours), and other legislative WSF policies relating to equality.

Objectives of our Behaviour Policy

At Warwick Prep, our objective is to:

- create a positive environment for the school's core purpose of teaching and learning by promoting a culture where all pupils and staff feel valued, respected, safe and secure
- establish a trauma-informed, whole-school approach to developing and sustaining positive relationships within our school community and promoting high standards of behaviour that reflect the values of the school
- summarise responsibilities and roles of pupils, staff and parents, with regard to behaviour
- outline the expectations and consequences of behaviour
- provide a consistent, calm and measured approach to behaviour management that is applied equitably to all pupils, with due regard to their needs
- define what is considered serious misbehaviour, including bullying and discrimination
- ensure all teaching staff and employees act as positive role models to pupils and behave appropriately.
- ensure pupils understand the expectations of good behaviour by being regularly reminded about the 'Fair Rules'.
- ensure a consistent approach to classroom management.
- be considerate to the needs of all those within the school community and for all employees and pupils to treat others as they would wish to be treated themselves.
- ensure pupils understand that good behaviour is rewarded.
- ensure pupils understand the sanctions when unacceptable behaviour occurs.
- ensure appropriate supervision of pupils to ensure the highest possible standard of behaviour is maintained at all times.

Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE).

Behavioural Rights and Responsibilities

All pupils and staff share the same three rights:

- to work in a supportive and calm environment where they can carry out their key roles (learning, teaching or supporting the teaching and learning);
- to be valued and treated with respect; and
- to be and feel safe.

These rights and responsibilities are supported by our Protective Behaviour Curriculum and PSHEE lessons.

All members of the school community are responsible for adopting behaviour which supports these rights.

Roles and Responsibilities

Governors and Foundation Principal

Governors and the Foundation Principal will review this Behaviour Policy in conjunction with the Head and monitor the policy's effectiveness, holding the Head to account for its implementation.

Head & Senior Leadership Team

The Head is responsible for reviewing and approving this Behaviour Policy in consultation with the Foundation Principal and Governors.

The Head will ensure that there is a consistent whole-school approach to developing and sustaining positive relationships within the school community and promoting high standards of behaviour that reflect the values of the school.

The Head will monitor how staff implement this policy to ensure a calm and measured approach is adopted to behaviour management and that is applied equitably to all pupils, with due regard to their needs.

The Head/Deputy Head are also responsible for:

- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the WSF Safeguarding and Child Protection Policy to offer pupils both sanctions and support when necessary;
- ensure that no groups of pupils are being disproportionately impacted by this policy

The Senior Leadership Team will promote good behaviour and support staff in implementing the policy.

Staff

All staff have a responsibility for pastoral care and school discipline. Staff are responsible for:

- creating a supportive and calm environment for pupils;
- displaying the 'Fair Rules' in their teaching classroom or area and reinforce and remind pupils of the expectations regularly.
- sharing the 'Squirrel Standards' with pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour so that all members of the community can feel valued, respected and safe;
- implementing the Behaviour Policy consistently and equitably;
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- ensuring that the pupils understand the system of rewards and sanctions.
- modelling expected behaviour and positive relationships; (Follow the Staff Code of Conduct)

- providing a personalised approach to the specific behavioural needs of particular pupils;
- considering their own behaviour and its impacts on the school culture and how they can uphold school rules and expectations; (remembering that behaviour is judged through image (including dress), communication, competence and demeanour.)
- reporting and recording behaviour incidents promptly;
- encouraging pupils to meet the school's expectations;
- helping to gather information from pupils about what has happened when incidents of poor behaviour have been reported;
- ensuring that once a reward is given, it is never withdrawn.
- understanding how behaviour links with safeguarding responsibilities as set out in KCSiE 2025

In order to show consistency of approach, all staff will ensure that:

- they follow set procedures as laid out in this policy
- they do not show anger or frustration in front of the pupils
- they never shout at a pupil (unless it is to protect the individual from immediate danger)
- they are never patronizing
- they do not use sarcastic or disparaging nicknames or language
- they show surprise when a child behaves inappropriately and take the time to explain to the pupil/s why this behaviour is not acceptable.
- they do not give whole-class sanctions when the majority of the class have been following the rules.
- they listen to all sides impartially when resolving issues related to behaviour or a pupil dispute
- they start afresh after any incident
- they admit mistakes when they make them and apologise for them.

Where a pupil exhibits negative behaviour the Form Teacher will normally be responsible for discussing concerns with parents. Any teacher or other employee who is not a Form Teacher and has a concern or worry about the negative behaviour of a pupil, should always discuss the issue with the Form Teacher in the first instance.

Teachers (and all staff who have responsibility for pupils) have statutory authority to sanction pupils who break the school behavioural expectations or who fail to follow a reasonable instruction. Teachers can sanction pupils at all times when the pupil is in school or is elsewhere under the charge of a teacher, including on school visits, as long as the discipline is within the agreed policy.

Parents and Carers

The support of our parents and carers in upholding the Behaviour Policy is crucial and greatly appreciated.

Parents and carers, where possible, should:

- get to know the school's Behaviour Policy;
- support their child in meeting the school's Behaviour Policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;

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- promptly discuss any behavioural concerns with the Form Teacher;
- take part in any pastoral work suggested to support positive behaviour (for example, attending reviews of specific behaviour interventions or reintegration meetings);
- raise any concerns about the response to poor behaviour with the school directly, whilst continuing to work in partnership with the school;
- take part in the life of the school and support its culture.

The school will endeavour to work in collaboration with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy.

The support of parents and carers is particularly appreciated in establishing good routines (which are essential for learning to be maximised and for the community to thrive) by:

- ensuring their child attends school regularly and punctually;
- ensuring their child has packed everything needed for school each day;
- ensuring their child is meeting the Uniform regulations

Pupils

All pupils are expected to comply with the 'Fair Rules' **(see Appendix 1).**

All pupils are expected to comply with the 'Squirrel Standards' **(See Appendix 2)**

Pupils are expected to be ready to learn and to participate in school activities. They should:

- attend school and lessons punctually.
- have respect for the school buildings, equipment and furniture, and report immediately, any accidents related to the upkeep of the physical environment.
- behave in a manner which reflects how they themselves would wish to be treated.
- report to their Form Teacher or other member of staff any unkind or inappropriate behaviour that they are aware of.
- ensure that during off site educational experiences, they comply with the Educational Visits Code of Conduct.

Pupils were consulted when the Behaviour Policy and further discussion about any aspect of the policy is welcome and can be raised through School Council. Reviews are regularly undertaken with both staff and a variety of pupils including 'hidden voice'. These focus on their experiences and enable them to provide feedback on the behaviour culture within our school.

Pupils will be helped to understand that the Behaviour Policy applies at all times when the pupil is:

- on the WSF site
- under the charge of a teacher when out of school, including on school visits
- in school uniform or in any other way recognisable as belonging to the school community

Where behavioural issues have arisen, pupils who are involved in or have witnessed the poor behaviour are expected to help staff ascertain the facts.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

A pupil may be disciplined by the school for behaviour out of school which adversely affects members of the school community such as misuse of technology. Any matters of discipline outside of school are dealt with solely at the discretion of the Head. Disciplinary sanctions may be issued.

Responding to Behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school to support the rights of all members of the class. Positive behaviour is inextricably linked with effective teaching and learning which can only take place in a well-ordered environment. Teachers are asked to establish clear and accepted routines to support teaching and learning.

These will include:

- developing a positive relationship with pupils, which may include:
    - greeting pupils in the morning/afternoon at the start of lessons;
    - establishing clear routines;
    - highlighting and promoting good behaviour;
    - concluding the day positively and starting the next day afresh;
    - having a plan for dealing with low-level disruption; using positive reinforcement.
- prepare focused, structured lessons with learning objectives that are clear and relate to prior learning;
- actively engage pupils of all ages in their learning;
- develop learning skills systematically so that learning becomes increasingly independent;
- use assessment for learning to reflect on what is known and to set targets for the future
- have high expectations for effort and achievement;
- motivate pupils with well-paced teaching and a variety of activities matched to varying learning abilities;
- create an environment that promotes learning in a settled and purposeful atmosphere;
- regularly evaluate the effectiveness of teaching styles and methods

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil requires help or protection. Staff will consider whether misbehaviour may be linked to a pupil suffering, or being likely to suffer, significant harm. Where this may be the case, the WSF Child Protection and Safeguarding Policy will be followed and consideration given to whether pastoral support, an Early Support intervention or a referral to children's social care is appropriate.

Please refer to the WSF Child Protection and Safeguarding Policy for more information.

Bullying

The ethos of Warwick Prep School helps to instill mutual respect for the whole school community, but in addition, a number of strategies and preventative measures have been put in place in order to minimise bullying. Please refer to the Warwick Prep School Anti- Bullying Policy for more information.

Recognising the impact of Behavioural Difficulties / Child in Care (CiC) / Post Child in Care (PCiC) / Special Educational Needs Disabilities on Behaviour (SEND)

The school recognises that pupils' behaviour may be impacted by a SEND.

When incidents of misbehaviour arise, they will be considered in relation to a pupil's SEND, although not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- When working with pupils who are, or have been in care, sensitive adjustments may need to be made to meet their specific needs.
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school tries to anticipate and remove the triggers to misbehaviour from SEND pupils by:

- Using 'pastoral passes' for pupils in the Prep Department, to enable planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism;
- Use of the designated Quiet Zone (Thrive Hive / Acorn Room / Oak Room) where pupils can regulate their emotions during a moment of sensory overload.

Where there is a pupil at the school with known behavioural difficulties that may increase the likelihood of restrictive physical intervention, the SENCO, Head of Pre-Prep, Head of Prep and / or Form teacher will work with the parents and where appropriate, the pupil, to draw up

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an agreed Behaviour Plan which may incorporate positive handling. **(See Appendix 3).** Staff may also choose to use the ABC Behaviour Chart. **(See Appendix 3a).**

Through the Behaviour Plan, and as far as practically possible, staff who come into contact with such pupils will be made aware of the relevant characteristics of the individual including:

- situations that may provoke difficult behaviour, including any known triggers.
- preventative strategies.
- if physical intervention is required, specific strategies and techniques that can be employed and have been agreed with the parents of the pupil concerned will be used by trained staff.
- which designated member of staff to call in the event of an awkward situation arising.

After a holiday, a child who has previously been given a number of sanctions will be granted a period of 'refresh' in order to support their learning process.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- whether the pupil was unable to understand the rule or instruction
- whether the pupil was unable to act differently at the time as a result of their SEND
- whether the pupil is likely to behave aggressively due to their particular SEND.

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments/ graduated response needs to be made to the sanction. In addition, where children's behaviour requires reasonable adjustments a risk assessment may be used.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's SENCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, counsellors and Mental Health Support Teams and/or others, to identify or support specific needs.

https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHCP) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Support Systems

When pupils are in need of support to manage their behaviour, effective programmes to help address their problems (additional to those listed within this policy) will be drawn up in liaison with parents and the pupil's Form Teacher. The Head of Pre-Prep / Head of Prep should always be aware of such discussions prior to a Form Teacher raising the issue or concern with parents. Where appropriate, the Head of Pre-Prep / Head of Prep / Deputy Head / Head will be directly involved in the intervention strategies implemented to support the pupil.

Appropriate documentation relating to any discussion with parents should be kept (ROD), and copies passed to the Head of Pre-Prep / Head of Prep.

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the school. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. (See Warwick Schools Foundation Expulsion, Removal and Review Policy)

<u>Rewards & Sanctions</u>

At Warwick Prep School we believe that praise is the most effective way of rewarding effort and appropriate behaviour.

All activities relating to rewards and sanctions should be consistent and proportionate to the activity or behaviour displayed.

Where sanctions are necessary, pupils themselves will not be criticised or reprimanded, but their behaviour or actions will be. Staff will always ensure that pupils understand why a sanction has been imposed and why they have been reprimanded for the behaviour displayed.

Pupils will never be reprimanded or receive a sanction for failing to understand schoolwork.

Where a pattern of poor behaviour or a drop in academic progress or focus is identified, all staff will always have in mind the possibility that a pupil is being bullied (refer to Anti-Bullying Policy), or suffering from some type of abuse (refer to WSF Safeguarding & Child Protection Policy).

At any stage, all staff should be aware that they can call on support from a member of the SLT, relating to any aspect of the rewards or sanctions procedures.

All rewards and sanctions apply to the school day, off site activities and After School Care.

Parents are involved in disciplinary matters as appropriate and proportionate to individual misbehaviour and any ongoing problems. Prior to a Form Teacher involving parents, the Head of Pre-Prep / Head of Prep should always be notified.

Where there is ongoing negative behaviour, or a serious individual act of behaviour that results in the enforcement of the Warwick Schools Foundation (WSF) Expulsion, Removal and Review Policy, the Head will be the person with prime responsibility for communication and liaison with parents.

Positive Behaviour

We use a wide range of positive behaviour strategies.

- Star Sticker for Pupil Planner

  Staff may choose to issue a special Star Sticker to highlight noteworthy behaviour to parents in the pupil planner.

- Star in the Jar

  The Form work together to earn purple stars. Once 50 stars have been accumulated, a class treat is decided such as a short film, additional playtime on the outdoor equipment, visit to Forest School or a fun quiz.

- Visit to Head of Prep (branded sticker or merit awarded) / Head of Pre-Prep (branded sticker awarded)

- Visit the Deputy Head to show their work, resulting in a Deputy Head's Award for Excellent Work

- Special Praise Awards presented in Assembly to Pre-Prep children.

- McLaren Kindness Award

  A pupil is selected in each Form who has demonstrated an act of kindness. The pupil will be awarded a soft acorn toy to sit on their desk or appropriate designated place.

- Merit Certificate

  Pupils in the Prep department receive a merit certificate for noteworthy conduct, effort and academic attainment.

- Star Stamp/ Card

  Pupils in Pre-Prep collect stars for a wide range of positive behaviour and these link to a cumulative reward.

- Sports Person of the Week

  A pupil in each year group, within the Prep Department is selected as 'Sports person of the Week' for effort/ achievement in Sport. Their photo is displayed on a designated board.

- Prep Annual cumulative reward system.

  This includes Merit Certificates, Headteacher Commendations, Deputy Head's Award for Excellent Work, Sports Person of the Week. Each of these counts towards the cumulative rewards system resulting in the presentation of Bronze Acorn / Oak Leaf Award, Silver Acorn / Oak Leaf Award, Gold Acorn Oak Leaf Award, Platinum Acorn Oak Leaf Award, Oak Tree Award and finally Squirrel Award to the pupils.

- Recognition in assembly, as appropriate.

- Fair Rule Stickers

  A special sticker is given in recognition for exceptional use of the Fair Rules.

The Positive Behaviour Stages (rewards) are shown in **Appendix 4.**

Negative Behaviour

Following a sanction, strategies are used to help pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;

  - a phone call with parents,
  - considering whether the support for behaviour management being provided
    remains appropriate.

We recognise that younger children need more immediate, targeted responses to behaviour that causes concern, as they are still learning the rules and expectations. As such, the 'Thought Bubble' or verbal warning will generally be used with Reception children as a sanction.

Supporting Documentation

The Negative Behaviour Stages (sanctions) are shown in **Appendix 5a and 5b**.

- Reflection Card – **See Appendix 6**. The Reflection Card can be used with pupils from Reception upwards. However, these are generally not used until Year 1 due to the children's level of understanding of sanctions. Staff should discuss and complete the card with the pupil. From Year 2 upwards the card should be completed by the pupils themselves where possible. This card will then be sent home for a parental signature and returned to school and is to be kept in the sanctions file. Pupil records on iSAMS will also be updated with this information. iSMAS will send an automated email to inform parents of the incident. The Head of Prep / Head of Pre-Prep and Head will also receive the email as an alert.

- Encouragement Card – **See Appendix 7.** The Encouragement Card should be implemented by the Form Teacher and upon completion, be reviewed against the targets set. The Encouragement Card is to be sent home at the end of the week for parental signature and comment. All completed Encouragement Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File. Pupil records on iSAMS will also be updated with this information.

- Serious Incident Form – **See Appendix 8**. All Negative Behaviours, with the exception of alleged bullying, that fall under Sanctions – Stage 3 or 4 will be recorded on a Serious Incident Form – and kept in the Sanctions File.

- The Report Card – **See Appendix 9**. The Report Card should be implemented by the HOP or HOPP (Stage 3) or Head (Stage 4). It will contain agreed specific, measurable targets for the pupil to meet, and show sustained effort in doing so. The Report Card will be closely monitored by the Form Teacher with daily reporting to the HOP or HOPP in order to monitor progress. This Report Card will be sent home daily for a parental signature and comment. Pupil records on iSAMS will also be updated with this information. All completed Report Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

As a school we are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment is addressed in accordance with the same principles as offline behaviour, including following the WSF Child Protection and Safeguarding Policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Many online behaviour incidents amongst pupils occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture.

The school can issue behaviour sanctions to pupils for online behaviour incidents when:

- it poses a threat or causes harm to another pupil and violates their rights;
- it could have repercussions for the orderly running of the school;
- it adversely affects the reputation of the school;
- the pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. However, they can be applied to online behaviour incidents occurring outside school.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff will assess whether to use reasonable force, in the following circumstances, to prevent a child from:

- causing disorder;
- hurting themselves or others;
- damaging property;

- trying to abscond;
- committing an offence.

Incidents of reasonable force must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents (The Use of Reasonable Force Policy requires staff who use reasonable force to complete a report in an incident logbook).

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Full details are given in the school's separate Policy on the Use of Reasonable Force.

Searching, Screening & Confiscation

It is imperative that Staff read the Warwick Prep School Searching, Screening and Confiscation Policy and have an awareness of the DfE guidance document on 'Searching, screening and confiscation advice for Head teachers, school staff and Governing Bodies' – September 2022 should searching and confiscation of property be required. Searching, Screening and Confiscation: advice for schools (September 2022) (updated 2023)

Searching

School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors.)

The Head and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- mobile phones*
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - o   to commit an offence, or

o to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

*Child who use the Foundation Bus Service are allowed to bring their phone to school, but this must be handed directly to the school office on their entry into the building and may be collected as they leave the building. These must not be accessed until the child has left the Warwick Prep School premises.

Confiscation

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

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Governance of removal

Headteachers should:

a) make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour;

b) maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;

c) make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;

d) outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;

e) ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and

f) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so. Schools should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

Schools should make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

Separately, schools should analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, headteachers and teachers should:

a) consider whether any assessment of underlying factors of disruptive behaviour is needed;

b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;

d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and

e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Staff supervising areas used for removal should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

Unsubstantiated, unfounded, false or malicious allegations

All members of the school community, pupils and staff are expected to behave accordingly to the Fair Rules / Code of Conduct and sanctions and disciplinary action will be taken as is reasonable and appropriate to the wrongdoing. This may involve liaising with parents and other agencies and also, for example, disciplinary action against any pupil who is found to have made malicious accusations against staff.

The Head will also consider the pastoral needs of staff accused of misconduct.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Any impact of the allegation on the accused member of staff and or the relationships necessary for the pupil's education and care/staff member's employment, can be taken into account in determining an appropriate outcome. Where the breakdown in relationship between the pupil and school is irretrievable, the pupil may be asked to leave.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the relevant Head / DSL should consider whether the pupil and/or person who has made the allegation is in need of help. They will be mindful of the possibility that the allegation of abuse was a cry for help, masking abuse that is actually occurring within the pupil's own family and/or community or an act of displacement. A pupil who has been the centre of these allegations may need professional help. In such circumstances the school will liaise closely with Children's Social Care or other relevant agencies to explore what support can be established for the pupil.

The school will also prioritise the pastoral needs of staff and pupils accused of misconduct.

Please refer to the WSF Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

Sanctions File and Record Keeping

A record of all discipline offences from stage 2 upwards is received via email when the sanction is recorded on iSAMS by the Head of Pre-Prep and the Head of Prep and Head Tecaher.

All discipline offences are recorded on the 'Behaviour Incident Log' (Excel spreadsheet). Investigation notes of discussions held with pupils (if required) are to be added to bottom of the ROD used to record the conversation between school and parent regarding the behaviour incident. They are to be added to all RODs for all children involved.

All discipline offences relating to bullying are recorded on the 'Behaviour Incident Log' (Excel spreadsheet) This log is reviewed at the weekly DSL meeting and shared monthly at SLT

meetings. Staff are also asked to complete an Alleged Bullying Report (ABR). Investigation notes of discussions held with pupils, are to be added to the bottom of the ABR.

Founded bullying offences are also recorded in MyConcern. The Alleged Bullying Report is to be uploaded alongside the corresponding MyConcern.

All discipline offences that fall under Sanctions Stages 3 and 4 will be recorded on the Serious Incident Form and kept in the Sanctions File.

When a pupil leaves the school, any records held on the Sanctions File will be reviewed and if appropriate, will be placed in their personal file.

Where a pupil is excluded, all documentation relating to this process will be kept in the pupil's personal file.

Pupil Transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year through our 'Handover Meeting' process.
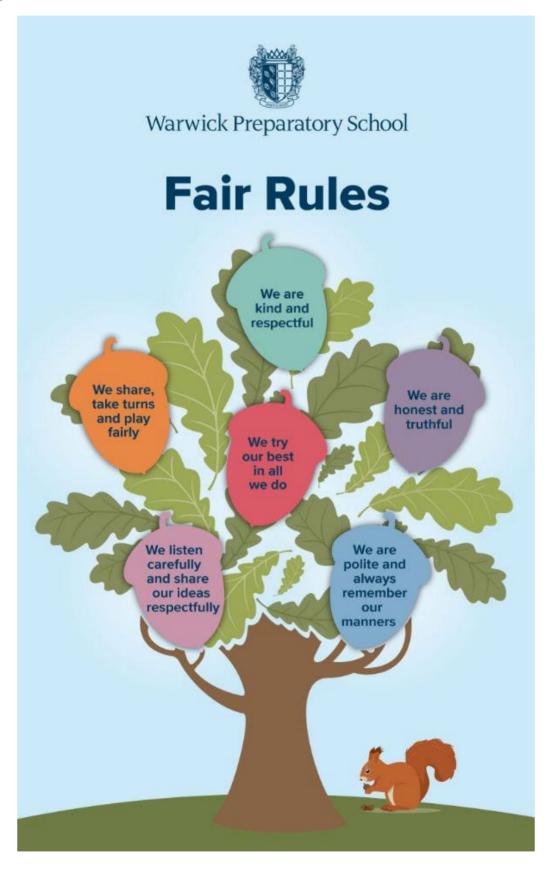
Suspected Criminal Behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, as a school we will ensure any further action they take does not interfere with any police action taken.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care.

Monitoring and Evaluation

At Warwick Preparatory School, the Senior Leadership Team will monitor the procedures and effectiveness of this policy and make changes as appropriate. It will be reviewed annually or earlier, if required.

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Appendix 1

WPS Behaviour Policy – September 2025

Appendix 2

Appendix 3

Warwick Preparatory School

BEHAVIOUR PLAN
(including Positive Handling where appropriate)

GENERAL INFORMATION			
Name of Pupil		Date of Birth	
Current Form Teacher		Current Class	
Outside Agency Involvement			
Date BP drawn up			
Date BP to be reviewed			
Staff / Parents / Guardians involved in creation of BP		Plan to be shared with:	

BEHAVIOUR TRAITS
A brief overview of the types of behaviour that the pupil characteristically displays.
Situations that may provoke difficult behaviour, including any known triggers.

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INTERVENTION AGREEMENTS	
Behaviour displayed	Intervention strategy

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If physical intervention is required, the following positive handling strategies and techniques will be used by trained staff.

COMMUNICATION
The following member of staff has been assigned as a mentor to this pupil, and can be called upon in the event of an awkward situation arising.
The following method of communication has been agreed with parents (method of communication and regularity of communication to be included).

REVIEW (to be completed prior to new plan being drawn up)
Record of incidents (to be completed at review date – additional sheets to be used as required)

Date	Behaviour displayed	Intervention strategy used

SENCO / Staff Signatures		Date	

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Parental signature		Date	

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Appendix 3a

Warwick Preparatory School

ABC Behaviour chart

This ABC chart can be used to record behavioural concerns.

- 'A' stands for **antecedents**, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.

- 'B' refers to the **behaviour** itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.

- 'C' refers to the **consequences** of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the child.

Date / Time	Antecedents	Behaviour	Consequences

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Appendix 4

Warwick Preparatory School

The Positive Behaviour Stages

Positive Behaviour (Stage 1)	Reward
Pastoral / Academic	
• Kind or helpful behaviour • Good work • Good effort	• Verbal praise • Written praise on pupils' work • Stickers, sticker charts, stamps (non-branded) • Positive comments to parents at pick up/drop off time or a note in the school planner etc • Work displayed in classroom or around the school • House point(s) • Visit to parallel year group teacher for additional praise • Whole class reward system – 'Stars in the Jar'!

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Positive Behaviour (Stage 2)	Reward
Pastoral / Academic	
• Noteworthy act of pastoral behaviour • Noteworthy piece of academic work • Ongoing good work / effort / behaviour	• Star praise sticker for pupil planner • Visit to Head of Prep (branded sticker) / Head of Pre-Prep (branded sticker) • Visit Deputy Head to show the work, resulting in a Deputy Head's Award for Excellent Work • Special Praise awards (Pre-Prep branded) • McLaren Kindness Award (acorn toy) • Recognition of achievement in School Newsletter • Merit Certificate (Prep / branded) • Star Stamp (Pre-Prep / branded) • Sports Person of the Week • Pre-Prep Annual cumulative reward system (Squirrel Award) • Prep Annual cumulative reward system including Merit Certificates, Headteacher Commendations, Deputy Head's Award for Excellent Work, Sports Person of the Week, enable pupils to achieve Bronze Acorn / Oak Leaf Award, Silver Acorn / Oak Leaf Award, Gold Acorn Oak Leaf Award, Platinum Acorn Oak Leaf Award, Oak Tree Award and finally Squirrel Award. • Recognition in assembly, as appropriate • Fair Rule stickers awarded (branded sticker)

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Positive Behaviour (Stage 3)	Reward
Pastoral / Academic	
• Exceptional act of pastoral behaviour involving care and consideration to those inside or outside the immediate school community • Exceptional piece of academic work • Cumulative pieces of high-quality work in one subject area • Ongoing progress, success and achievement	• Visit to Head of Prep, resulting in a Merit Certificate • Head of Pre-Prep, resulting in Special Praise Certificate • Visit to Headmistress, resulting in a Headmistress Commendation • Presentation of prizes / Lilyman Award at the end of year Awards Presentation

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Appendix 5a

Pre-Prep Negative Behaviour Stages – This is not intended to be definitive list and should always take into consideration the pupils' age.

Negative Behaviour (Stage 1) *Bullying Behaviour can be considered at each point of the Negative Behaviour stages	Action Strategies
Pastoral / Academic	
• Being inside during break / lunchtime • Interrupting in class • Shouting out in class • Not remembering manners • Leaving things lying around • Talking at inappropriate times • Minor unkind comment or action towards a pupil • Unruly or overly exuberant playground behaviour • Having inappropriate play items in school • Poor attitude to work • Poor focus or concentration	• Verbal warning - discussion with pupil about the negative behaviour. • Think Bubble reminder to be used following a verbal warning • Pupil removed to work separately within the classroom or with another group of children • Loss of Golden Time in Pre-Prep • Confiscation of inappropriate play items until the end of the school day • Brief 'time out' at playtimes for aggravating others or behaving in a mildly dangerous manner this may involve standing with the member of staff on duty for a couple of minutes • Loss of use of the trim trail

Negative Behaviour (Stage 2) *Bullying Behaviour can be considered at each point of the Negative Behaviour stages	Action Strategies
Pastoral / Academic	
- Repeated negative behaviours from Stage 1 - Excluding others 'Borrowing' other people's things without asking - Inappropriate communication / rudeness to a member of staff (although not foul language) - Hurting others (verbal / physical) - Failure to complete / produce work after numerous requests - Ongoing poor attitude to work - Ongoing poor focus or concentration	- Reflection Card to be given, discussed and completed) Update records on iSAMS (For Reception Children a Thought Bubble will generally be used) - Parent invited into school to discuss situation with Form Teacher - Implementation of Encouragement Card to support pupil in addressing problems and improve, including appropriate target setting. Parental awareness required. Update records on iSAMS. - Partial loss of playtime to be overseen by duty staff (appropriate timing for age of pupil – some playtime must be permitted) - Pupil removed to work in another classroom (with another supervised class) - Pupil asked to complete work (under supervision) within his/her own time or during part of a break time (some playtime must be permitted)

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Negative Behaviour (Stage 3) *Bullying Behaviour can be considered at each point of the Negative Behaviour stages	Action Strategies
Pastoral / Academic	
- Repeated Negative Behaviours from Stage 2 - Extreme or serious examples of behaviour from Stage 2 - Graffiti - Use of foul language - Damaging other people's property and or stealing - Threat of physical harm (intent/intimidation)	If any of the following action strategies were to be implemented a Serious Incident Sheet must be completed and the pupil records on iSAMS to be updated. - Visit to HOP or HOPP - Involvement of Deputy Head - Parent invited into school to discuss situation with HOP or HOPP - Report Card to be issued by HOP, HOPP or Deputy Head - Temporary withdrawal of school official / responsibility role

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Negative Behaviour (Stage 4) *Bullying Behaviour can be considered at each point of the Negative Behaviour stages	Action Strategies
Pastoral / Academic	
• Repeated Negative Behaviours from Stage 3 • Extreme or serious examples of behaviour from Stage 3 • Malicious allegations made against Staff • Very serious challenge to authority • Verbal / physical abuse to any member of staff • Unacceptable behaviour out of school on an educational visit or trip • Leaving school grounds • Having prohibited items in school	If any of the following action strategies were to be implemented a 'Serious Incident Form' must be completed and update pupil records on iSAMS • Involvement of Headmistress / Deputy Head • Report Card issued by the Headmistress • Parent invited into school to meet with Headmistress / Deputy Head • Withdrawal from the educational visit • Collection by parent on an Educational trip (residential) • Possible withdrawal from the next educational visit • Possible withdrawal from the next school fixture • Referral to appropriate services if required • Disciplinary Suspension to be enforced by the Headmistress • Expulsion in line with WISF Expulsion, Removal and Review Policy by Headmistress

Reflection Card – **See Appendix 6**. The Reflection Card can be used with pupils from Reception upwards, however, these are generally not used until Year 1 due to the children's level of understanding of sanctions. Staff should discuss and complete the card with the pupil. From Y2 upwards the card should be completed by the pupils themselves where possible. This card will then be sent home for a parental signature and returned to school and placed in the Sanctions File. Pupil record on iSAMS will also be updated with this information.

Encouragement Card – **See Appendix 7**. The Encouragement Card should be implemented by the Form Teacher and upon completion, be reviewed against the targets set. The Encouragement Cards are to be sent home at the end of the week for parental signature and comment. All completed Encouragement Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File. Pupil record on iSAMS will also be updated with this information.

Serious Incident Form (SIF) – **See Appendix 8**. All Negative Behaviours, with the exception of alleged bullying, that fall under Sanctions – Stage 3 or 4 will be recorded on a Serious Incident Form – and kept in the Sanctions File. Alleged bullying incidents are to be recorded on an Alleged Bullying Report (ABR)

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The Report Card – **See Appendix 9**. The Report Card should be implemented by the HOP or HOPP (Stage 3) or Headmistress (Stage 4). It will contain agreed specific, measurable targets for the pupil to meet, and show sustained effort in doing so. The Report Card be closely monitored by the Form Teacher with daily reporting to the HOP or HOPP in order to monitor progress. This Report Card will be sent home daily for a parental signature and comment. Pupil record on iSAMS will also be updated with this information. All completed Report Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File

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Appendix 5b

Warwick Preparatory School

Prep Negative Behaviour Stages – This is not intended to be definitive list and should always take into consideration the pupils' age.

Negative Behaviour (Stage 1) *Bullying Behaviour can be considered at each point of the Negative Behaviour stages	Action Strategies
Pastoral / Academic	
• Lack of equipment, apron, music book • Being inside during break / lunchtime • Interrupting in class • Shouting out in class • Not remembering manners • Being late for lessons • Forgetting PE Kit / homework • Missing Clubs • Leaving things lying around • Talking at inappropriate times • Minor unkind comment or action towards a pupil • Unruly or overly exuberant playground behaviour • Incorrect uniform items / items of uniform missing • Having inappropriate play items in school • Lateness of homework • Poor attitude to work	• Verbal warning - discussion with pupil about the negative behaviour. • Think Bubble reminder to be used following a verbal warning • Pupil removed to work separately within the classroom or with another group of children • Confiscation of inappropriate play items until the end of the school day • Brief 'time out' at playtimes for aggravating others or behaving in a mildly dangerous manner this may involve standing with or near the member of staff on duty for a couple of minutes • Loss of use of the trim trail

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• Poor focus or concentration	35

Negative Behaviour (Stage 2) *Bullying Behaviour can be considered at each point of the Negative Behaviour stages*	Action Strategies
Pastoral / Academic	
• Repeated negative behaviours from Stage 1 • Excluding others • 'Borrowing' other people's things without asking • Inappropriate communication / rudeness to a member of staff (although not foul language) • Hurting others (verbal / physical) • Failure to complete work in given time Failure to complete / produce work after numerous requests • Ongoing poor attitude to work • Ongoing poor focus or concentration	• Reflection Card to be given, discussed and completed Update records on iSAMS • Parent phoned / invited into school to discuss situation with Form Teacher • Implementation of Encouragement Card to support pupil in addressing problems and improve, including appropriate target setting. Parental awareness required. Update records on iSAMS. • Partial loss of playtime to be overseen by duty staff (appropriate timing for age of pupil – some playtime must be permitted) • Pupil removed to work in another classroom (with another supervised class) • Pupil asked to complete work (under supervision) within his/her own time or during part of a break time (some playtime must be permitted)

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Negative Behaviour (Stage 3)	Action Strategies
*Bullying Behaviour can be considered at each point of the Negative Behaviour stages	
Pastoral / Academic	
- Repeated Negative Behaviours from Stage 2 - Extreme or serious examples of behaviour from Stage 2 - Use of foul language - Threat of physical harm / intimidation - Damaging other people's property and or stealing - Graffiti	If any of the following action strategies were to be implemented a Serious Incident Form must be completed and the pupil records on iSAMS to be updated. - Visit to HOP or HOPP - Involvement of Deputy Head - Parent invited into school to discuss situation with HOP or HOPP - Report Card to be issued by HOP, HOPP or Deputy Head - Temporary withdrawal of school official / responsibility role

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Negative Behaviour (Stage 4)	Action Strategies
Negative Behaviour (Stage 4) *Bullying Behaviour can be considered at each point of the Negative Behaviour stages*	**Action Strategies**
Pastoral / Academic	
• Repeated Negative Behaviours from Stage 3 • Extreme or serious examples of behaviour from Stage 3 • Malicious allegations made against Staff • Very serious challenge to authority • Verbal / physical abuse to any member of staff • Unacceptable behaviour out of school on an educational visit or trip • Unacceptable behaviour during a sporting fixture (home or away) • Threat of physical harm/intimidation • Leaving school grounds • Having prohibited items in school	If any of the following action strategies were to be implemented a Serious Incident Form must be completed and update pupil records on iSAMS • Involvement of Headmistress / Deputy Head • Report Card issued by the Headmistress • Parent invited into school to meet with Headmistress / Deputy Head • Withdrawal from the educational visit • Collection by parent on an educational trip (residential) • Possible withdrawal from the next educational visit • Possible withdrawal from the next school fixture • Referral to appropriate services if required • Disciplinary Suspension to be enforced by the Headmistress • Expulsion in line with WISF Expulsion, Removal and Review Policy by Headmistress

Reflection Card – **See Appendix 6**. The Reflection Card is to be used with all pupils. Staff should discuss and complete the card with the pupil. The card should be completed by the pupils themselves where possible. This card will then be sent home for a parental signature and returned to school and placed in the Sanctions File. Pupil record on iSAMS will also be updated with this information.

Encouragement Card – **See Appendix 7**. The Encouragement Card should be implemented by the Form Teacher and upon completion, be reviewed against the targets set. The Encouragement Cards are to be sent home at the end of the week for parental signature and comment. All completed Encouragement Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File. Pupil record on iSAMS will also be updated with this information.

Serious Incident Form (SIF) **See Appendix 8**. All Negative Behaviours, with the exception of alleged bullying, that fall under Sanctions – Stage 3 or 4 will be recorded on a Serious Incident Form – and kept in the Sanctions File.

The Report Card – **See Appendix 9**. The Report Card should be implemented by the HOP or HOPP (Stage 3) or Headmistress (Stage 4). It will contain agreed specific, measurable targets for the pupil to meet, and show sustained effort in doing so. The Report Card be closely monitored by the Form Teacher with daily reporting to the HOP or HOPP in order to monitor progress. This Report Card will be sent home daily for a parental signature and comment. Pupil record on iSAMS will also be updated with this information. All completed Report Cards should be passed to the Head of Pre-Prep / Head of Prep and kept in the Sanctions File.

Appendix 6

Reflection Card

Warwick Preparatory School

Fair Rules

We are kind and respectful

We share, take turns and play fairly

We are honest and truthful

We try our best in all we do

We listen carefully and share our ideas respectfully

We are polite and always remember our manners

Warwick Preparatory School

Reflection Card

Which Fair Rule have you broken? (colour in the rule)

_____

How do you think other children feel when you behave like this?

_____

What will you do differently next time?

_____

What should you do now to put things right?

_____

pupil: _____

Date: _____

Member of Staff: _____

Parent: _____

Appendix 7

Encouragement Card

Encouragement Card

Name: _____

Form: _____ Week Beginning: _____

Please complete the 'Encouragement Card' and include any positive feedback.

Target 1 _____

_____

Target 2 _____

_____

Parent's Comments	
Parent's Signature	
Teacher's Signature	

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	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 & 2					
Break					
Period 3 & 4					
Period 5 & 6					
Lunch					
Period 7 & 8					
Period 9 & 10					

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Appendix 8

Serious Incident Form (SIF)

All Stage 3 & Stage 4 Sanctions should be recorded on this document except for Alleged Bullying Incidents where an Alleged Bullying Report (ABR) must be completed.
Master copies should be kept in Sanctions File.

Name of pupil:	Current year group:
This report written by:	
Date of offence:	Location:
Nature of offence:	
Sanction imposed: ❑ Tick box if Expulsion, Removal and Review Policy has been implemented.	
Support strategy implemented:	
Parental involvement:	
Monitoring and review strategy (if appropriate):	
Date set to review (if appropriate):	

Continuation sheets should be used as required.

Copies to   ❑ Headmistress
                ❑ Head of Prep or Pre-Prep (Record of Sanctions File)
                ❑ Head of Prep or Pre-Prep (Bullying Incident File) *if a bullying incident*
                ❑ Form Teacher(s)

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Appendix 9

Report Card

Name: _____

Form: _____ Week Beginning: _____

Please complete the 'Report Card' and include any positive feedback.

Target 1 _____

_____

Target 2 _____

_____

	SLT Signature	Parental Comments	Parental Signature
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

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	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 & 2					
Break					
Period 3 & 4					
Period 5 & 6					
Lunch					
Period 7 & 8					
Period 9 & 10					

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