



Behaviour Management Policy

Reviewed: Michaelmas 2024
Next review: Michaelmas 2025

Contents

Title	Page Number
Links to other policies	3
School Ethos	3
Aims	4
Expectations of Staff	5
Expectations of Pupils	6
Expectations of Parents	8
Rewards for Pre-Prep	8
Rewards for Prep	10
Sanctions Pre-Prep	14
Sanctions Prep	15
Behaviour Management in the Boarding Houses	18
Withdrawal, Temporary and Permanent Exclusion	19
Monitoring and Review	20
Appendix A: Searches of Pupil Property (inc. ICT)	21
Appendix B: Positive Handling and Physical Restraint	24
Appendix C: Sanctions Hierarchy & Process poster	25

Links to other Policies

It should be read in conjunction with the following policies and protocols:

- Safeguarding Children and Child Protection
- Supervision of Pupils (EYFS and Prep)
- Anti-Bullying
- Online Safety (including the Acceptable Use of ICT)
- The Staff Code of Conduct and Whistleblowing Policy
- The Repton Prep Code
- Withdrawal, Expulsion, Removal and Review
- Pupils' Code of Conduct
- Positive Handling and Physical Restraint
- Substance Abuse
- Pastoral
- Diversity, Equity, Inclusion and Belonging
- Pupil Wellbeing

1 Repton Prep Ethos

- 1.1 The community of Repton Prep is founded on principles of tolerance, honesty, courtesy and individual aspiration balanced by respect and compassion for others. The School is committed to safeguarding and promoting the welfare of its pupils and to providing a secure, stimulating and inclusive environment in which they can realise their full potential academically, in their extracurricular pursuits and their personal development. We pride ourselves on the positive relationships which exist between staff and pupils and the strength of our partnership with parents, and believe that high standards of conduct are promoted more by positive modelling, encouragement and celebration of success than by use of sanctions. When infringements do merit formal sanctions, these are administered within the broader pastoral context and with a focus on a positive outcome for both the individual and the community as a whole.
- 1.2 We expect very high standards of behaviour in the pupil body, within and between year groups, when representing the School formally or informally both on the school site and out in the wider community.
- 1.3 When infringements of rules or codes of conduct do merit formal sanctions, these are administered fairly, within the broader pastoral context, and with a focus on a positive outcome for both the individual and the community as a whole.
- 1.4 Staff must be mindful of the school's responsibilities under the Special Educational Needs and Disabilities Act 2001 and the Equality Act 2010. Where behavioural concerns involve a pupil with significant SEND, a disability as defined under the Act, or with significant and identified social, mental or emotional needs, the school will make reasonable adjustments to the standard procedures and sanctions which it considers are appropriate in relation to that individual pupil's disability or needs.
- 1.5 The Repton Prep community has a zero-tolerance response to bullying or discrimination of any kind and seeks proactively to embed the values of Diversity, Equity, Inclusion and Belonging in both the curriculum and the daily life of the School.
- 1.6 Repton Prep has a zero-tolerance stance on issues of child-on-child abuse.

- 1.7 Only a member of the teaching staff may impose sanctions. No pupil may impose sanctions on another pupil.
- 1.8 In some situations, consideration may need to be given to consulting other agencies beyond the School; this might range from specialist counsellors to child services. The Deputy Head Pastoral & Boarding should be advised of any such situation. Any potential safeguarding issue must be reported directly and without delay to the Designated Safeguarding Lead (also the DHP&B) who will judge whether child services need to become involved. The School Doctor and the Health and Wellbeing Centre can also advise on services available and, where appropriate, make referrals.

2 Aims of Behaviour Management

- 2.1 This policy is intended to support effective teaching, learning and personal development and to promote a culture of responsible behaviour and positive engagement. This happens in a variety of ways, including:

The recognition, appreciation and celebration of pupils' achievements in all aspects of school life.
The opportunity for pupils to take on responsibilities within the community, both at school, year group, form and boarding house level.
A modern, comprehensive, multi-layered and co-ordinated pastoral care system which engenders a sense of belonging and self-worth in all pupils. The house system and the role of its staff, particularly Houseparents, is at the heart of this but it encompasses members of the Senior Management Team, the Chaplain, academic teachers, non-teaching staff, the medical team and professionals beyond the School where appropriate, and calls for effective communication with parents.
A robust and wide-ranging programme for Personal, Social, Health and Economic (PSHE) and RSE education, to promote self-knowledge and enable pupils to make appropriate and informed decisions about their lifestyle and conduct.
A strong emphasis on individuals' moral and spiritual development through the role of whole-school and house assemblies, the PSHE/RSE programmes, Church services, school trips and activities, and the example of staff and older pupils.
The Repton Prep Code which amplifies the stated values of the School (respect, wholeness, truth and excellence) in a series of behavioural expectations.
A fair and consistent system of sanctions which takes into account both the needs of individuals and the community as a whole.
Clear policies and codes of conduct which promote responsible behaviour, both in general conduct (e.g. the Repton Prep Code, Online Safety Code and the Anti-Bullying Code) and in specific areas.

3 Expectations of staff

- 3.1 Staff have both a duty of care and a responsibility for promoting high standards of behaviour within the pupil body. This covers all formal activities such as lessons or extracurricular sessions, leisure time around the School and also any school-related activity away from the site and/or outside term, such as trips (either day or residential), and transport to and from school on the school buses and for fixtures/trips.
- 3.2 The first instinct should be to provide encouragement and to highlight and praise achievement, both absolute and relative to the previous performance and potential of the individual, rather than to identify deficiencies. Emphasis should be given to the regular measure of success rather than failure.
- 3.3 Pupils at Repton Prep demonstrate progress and success in a wide variety of activities, and all should be recognised. In addition to providing praise informally, staff are encouraged to use the systems available within the School for commending effort and achievement.
- 3.4 Any sanctions employed must be applied fairly, consistently and in accordance with the School's policies, procedures and rules. The more serious offences will be dealt with by the Year Group Heads, the Deputy Heads and/or the Head. Staff are expected to communicate any issues fully and promptly to them.
- 3.5 Staff are expected to set a positive example to pupils and to be effective role-models in their professional and personal conduct when exercising a duty of care. The nature of prep school life means that pupils will observe and get to know staff more closely than is the case in other environments and will have contact in more informal contexts such as the boarding house or at school social events. Staff must at all times be mindful of the School's expectations with regard to aspects of their own behaviour such as punctuality, dress, provision and/or consumption of alcohol, use of language (both verbal and written, including electronic), use of social networking sites, the dangers of favouritism or victimisation, and respecting the confidentiality of information about pupils. They must be familiar with and adhere to all the School's policies in these areas, in particular the Staff Code of Conduct and Whistleblowing Policy, Employment Manual and the Equal Opportunities Policy.
- 3.6 Training in the School's safeguarding and behavioural practices will be provided in the induction programme for new staff and will continue to be a part of CPD and INSET sessions.
- 3.7 All teaching staff have the right to issue rewards and sanctions whilst the child is in school or involved in a school trip. Non-teaching staff may use verbal praise or verbally reprimand a child but rewards and sanctions may only be issued after consultation with a member of teaching staff.
- 3.8 The Form Tutor/Teacher must be involved in behaviour management at every stage so that he/she can monitor the child's behaviour. In the case of poor behaviour it is important that disciplinary problems are not escalated to Year Group Head, Deputy Heads or Head just because they become of sudden concern.

- 3.9 The Form Tutor/Teacher will be the key person supporting the child through any breach of discipline and will monitor the child's behaviour in order to prevent the behaviour recurring.
- 3.10 Records of sanctions must be recorded on the School management information system and monitored by the Deputy Head Pastoral and Boarding.
- 3.11 Individual pupil concerns will be discussed in Pastoral meetings and Section Meetings. Particular concerns or those of a more serious nature may result in individual case meetings with the possibility of referral to outside agencies.
- 3.12 Behaviour management is seen as a shared responsibility of the whole school community. All staff, teaching and non-teaching, are responsible for encouraging good behaviour and minimising poor behaviour. Staff and parents must work together to ensure that all children feel supported and secure in their surroundings.

As a day and boarding school, it is imperative that our boarding community are able to see their boarding house as a 'home from home' experience and we therefore utilise a different rewards and sanctions policy in boarding (see section 8).

4 Expectations of pupils

- 4.1 All pupils are expected to maintain the highest standards of conduct throughout their time in the School and in any written or electronic communication regarding the School, and its community. They should exercise common sense, decency and self-discipline, both in public and in private, and the School attaches a high importance to good manners, punctuality and taking a pride in one's appearance, as well as qualities such as integrity and respect for the needs of others. Pupils are expected to respect the ethos of the School, to engage positively with the opportunities and experiences of school life, to co-operate fully with members of staff and to take responsibility for their own actions.
- 4.2 There is a robust Anti-Bullying Policy in place. Child-on-child issues are dealt with sensitively but firmly, with a strong emphasis on educating pupils, and the development of positive relationships is promoted throughout the School.
- 4.3 All pupils are expected to maintain high standards of conduct, especially in their dealings with each other, but there is a particular expectation on senior pupils to set a good example to their peers, model appropriate behaviour and promote the values of the School, especially those who are in positions of responsibility.
- 4.4 Members of the School are expected to uphold the values of decency and consideration for others in their conduct beyond the school site and outside of term time. This includes online and in their use of social media. The School reserves the right to consider under its disciplinary procedures any conduct which brings the School into disrepute or impacts adversely upon the community or the individuals within it. This includes, but is not limited to, any breaking of the law, involvement with substance abuse, possession of extremist or pornographic material, and offences on social media or the internet.
- 4.5 Our simple philosophy is to promote a culture of kindness at all times, and through all actions and decisions. Children are encouraged at all times and in all places to follow The Repton Prep Code:



This simple code lies at the heart of all that we represent as a school community, highlighted by our values and learning skills. Whilst not explicitly stated before Year 2, the Code forms the basis of our behaviour management system and is implicitly understood by all. Pre-Prep pupils follow a simplified version of the Repton Prep Code called Golden Rules. We aim to provide a structured environment where pupils understand the ground rules and expectations are clearly defined and taught.

4.6 There is no formal set of school rules. However, a Pupils' Code of Conduct exists to enable the school to be a purposeful, safe and happy community where each member can fulfil their potential. All of our pupils are encouraged to show consideration and care for themselves, each other and the school facilities and environment right from Nursery through to Year 8. However, there will naturally be differences in our expectations of our pupils according to their age. Our standards and expectations are high for all pupils but will be age-appropriate. The Pupils' Code of Conduct is predominantly for our pupils in Years 3 to 8 but many are equally relevant to pupils in the Pre-Prep. It covers a range of practical expectations we have in areas such as school bounds, uniform and appearance, manners and food, possessions, behaviour and general organisation and attitudes to learning.

4.7 The Golden Rules of Pre-Prep

- Work hard
- Be polite
- Look after property
- Be kind and helpful
- Be gentle
- Listen to others

4.8 If any member of the School feels that they have been unfairly treated, it is hoped that they would feel able to raise this with an appropriate adult within school, such as the Houseparent, Form Tutor, Year Group Head or a senior member of staff.

5 Expectations of parents

- 5.1 The School sees itself in partnership with families and in the interests of providing a clear, consistent framework for behaviour, parents are expected to support the ethos and disciplinary practices of the School as stated in the Terms and Conditions of admission to the School.
- 5.2 If parents have any concerns, either general or specific, they are encouraged to direct this in the first instance to the appropriate member of staff: for example, the Form Tutor, Year Group Head, the Senior Management Team or the Head. It is always hoped that difficulties can be resolved quickly and informally, in the interests of all parties. If this does not succeed, parents may have recourse to the School's formal Complaints Policy (available on the school website).
- 5.3 The School expects parents to conduct themselves with the same courtesy, respect and self-discipline as is required of staff and pupils, in all aspects of their engagement with the School. This is applicable not just in relationships, meetings and exchanges between parents and staff or at social occasions, but also when supporting their children or a school/house team in sports fixtures and other events.
- 5.4 A copy of the Behaviour Management Policy is available on the school website and is supplied to new parents, along with the School's Terms and Conditions, prior to their signing the School Contract and forms part of that contract. Any significant changes in the rules or the School's approach to the management of pupils' behaviour are signalled by the Head in her communications with parents.

6 Rewards

6.1 Introduction

The School encourages and rewards good behaviour and members of staff are encouraged to be generous in their praise of pupils. Endeavour at every level should be recognised and it is particularly important to acknowledge improvements and achievements of those pupils who have previously had a record of poor behaviour or lower levels of achievement.

6.2 Pre-Prep Rewards (Nursery to Year 2)

It is our intention to reinforce good behaviour through positive encouragement and rewards.

Rewards and sanctions should be seen to be fair and appropriate to the circumstances. We aim to:

- Focus on what is expected rather than what is not
- Reinforce appropriate actions and behaviour with praise and rewards
- Ensure children are aware of the consequences of inappropriate behaviour

Rewards will include:

- Verbal praise, comments to children, immediate positive feedback
- Positive written comments in workbooks, prep diary and on reports
- Recognition from other members of staff, including Deputy Head Pre-Prep
- Informing parents of their child's achievements, progress and improved behaviour where applicable
- Stars, stickers, stamps, smiley faces

- Being selected to do special tasks or errands
- Approval shown in the form of prizes and certificates
- Head's Award in assembly
- Being awarded a Golden Leaf in assembly
- Public recognition from beyond Pre-Prep (e.g. photographs, reports in newspaper, mention in The Prepton Press, school magazine) and reinforced by staff

Stickers

Stickers are awarded for good work, good behaviour, following the Golden Rules and special achievements. Stickers are collected by the children on charts leading to certificates. A uniform system applies across the whole of Pre-Prep. Each child has an award chart.

Certificates are awarded as follows and presented in assembly:

Nursery and Reception (EYFS)

- Bronze 30 stickers
- Silver 60 stickers
- Gold 90 stickers
- Diamond 120 stickers (and book)
- Platinum 150 stickers (and stationery)

Year One and Year Two

- Bronze 75 points
- Silver 150 points
- Gold 225 points
- Diamond 300 points
- Platinum 375 points

'*Excellents*' are supported by a range of higher rewards for pupils who have achieved consistently above the required standards or to recognise one-off:

- Pastoral Stars are awarded to pupils for their efforts outside the classroom in acts of kindness, resilience, enthusiasm, good manners, persistence.
- Academic Stars are awarded to pupils for their efforts in the classroom where the pupil has displayed work that is of an exceptional standard.
- 'Above and Beyond' – Postcards are sent home to parents for efforts that are deemed to be above and beyond those expected of the pupils. There are also specific Repton Prep Code postcards that are sent out when the school values and learning skills are exhibited in abundance.
- Head's Awards are presented to pupils who contribute positively to the school ethos through their endeavours and attitudes. These pupils encapsulate the Repton Prep Code in their academic application and behaviour around the school. Each form teacher nominates one child per term and one Head's award is given per year group in the end of term assembly.

'*Excellents*' contribute to the award of both individual and House prizes at the end of term.

Golden leaves

Golden Leaves are awarded to two children per form each week for following the Golden Rule of the week. The focus changes to a new Golden Rule every two weeks. The child's name is written on a leaf, with the reason for receiving it on the reverse, and presented at the weekly Golden Leaf Assembly. After the assembly the leaves are attached to the Golden Tree in the Pre-Prep entrance area. The Golden Rule of the week and the names of the Golden Leaf award winners are published

in The Prepton Press every Friday. A group photograph of award winners is displayed in the Pre-Prep entrance area.

Playtime Stars Trophy

The Playtime Stars trophy is presented at the weekly Golden Leaf Assembly to the class with the highest number of playtime counters received during the week. Counters are issued by members of staff on duty to pupils who have displayed excellent behaviour, kindness, helpfulness, responsibility etc. The trophy is presented at the end of the assembly on Fridays and two members of the winning class are selected to collect the trophy. The results and a photograph of the two children holding the trophy are displayed in the centre of the Golden Leaf board. The winning year group selects two boxes of equipment from the PE store for the following week's playtimes.

6.3 Prep Rewards (Years 3-8)

It is our intention to encourage good behaviour through positive encouragement and rewards. Pupils receive 'Excellents' for good work and behaviour. These 'Excellents' are recorded by the Form Tutor and collated weekly towards House totals. Pupils will receive certificates and badges in assembly for reaching key targets as listed below:

- Bronze 75 points
- Silver 150 points
- Gold 225 points
- Diamond 300 points
- Platinum 375 points

When a child has reached one of the key targets as listed above, they also qualify for additional House Points which will be awarded as follows:

- Bronze 10 House points
- Silver 20 House points
- Gold 30 House points
- Diamond 40 House points
- Platinum 50 House points

'Excellents' result in individual rewards, as well as contributing to the House Treat at the end of each term. The emphasis of the awards is on recognition at a personal level, and as part of the school community, through the simultaneous contribution to the House system. A trophy is awarded each term in assembly which culminates in a House Treat at the end of each term for the winning house. This House Treat will take place in the last week of the Michaelmas, Lent and Summer terms.

'Excellents' are supported by a range of higher rewards for pupils who have achieved consistently above the required standards or to recognise one-off:

- Pastoral Stars are awarded to pupils for their efforts outside the classroom in acts of kindness, resilience, enthusiasm, good manners, persistence.
- Academic Stars are awarded to pupils for their efforts in the classroom where the pupil has displayed work that is of an exceptional standard.
- 'Above and Beyond' – Postcards are sent home to parents for efforts that are deemed to be above and beyond those expected of the pupils. There are also specific Repton Prep Code postcards that are sent out when the school values and learning skills are exhibited in abundance.

- Head's Awards are presented to pupils who contribute positively to the school ethos through their endeavours and attitudes. These pupils encapsulate the Repton Prep Code in their academic application and behaviour around the school. Each form teacher nominates one child per term and one Head's award is given per year group in the end of term assembly.

Golden Time

In addition, in Years 3 and 4 only, the award of Golden Time is used as an additional reward for all pupils. It constitutes about 20 minutes of a fun activity at the end of the school week, e.g. an extra playtime in the woods. Golden Time can be removed, in increments of one minute, for poor behaviour during the week at the discretion of the Form Tutor.

Speech Day and Prize Giving

Formal Prize Giving at the end of the school year allows for the public recognition and reward of outstanding behaviour as well as for significant academic, sporting and extra-curricular progress/performances (i.e., subject prizes, form prizes, pastoral prizes, etc.).

All staff are encouraged to commend children on their good behaviour and to publicly recognise groups and individuals in form time or assemblies.

7 Sanctions

7.1 Introduction

While positive and responsible behaviour is promoted and encouraged at all times, it is understood that individuals will make mistakes at times in the face of challenges and changes in adolescence, the pressures of the examination years and the requirements of school life. Even good pupils can make bad choices and handling such situations is part of their learning experience.

7.2 A range of sanctions is therefore available to help members of staff manage inappropriate behaviour, establish clear boundaries, and ensure the safety of all pupils and, ultimately, to ensure an appropriate and forward-looking outcome of such situations both for individuals and the school community as a whole.

7.3 Parents are expected to support the decisions made by the School in terms of sanctions applied but an integral part of the School's disciplinary procedures is the capacity to complain without prejudice if it is felt that a pupil has been unfairly treated.

7.4 Pupils are encouraged to deal constructively with discipline issues – accepting responsibility, apologising or making appropriate reparations; accepting and fulfilling sanctions in the spirit in which they are intended; and taking advantage of practical strategies such as counselling and anger management in order to move on in a positive fashion. Support is readily available and accessible for them from a wide variety of adults in school, including Form Tutors, Year Group Heads, the Wellbeing Lead (Years 5-8), the Chaplain, the School Counsellor and the staff of the Health and Wellbeing Centre. Further sources of support beyond the School, including Independent Listeners, are available on posters around school.

7.5 Aims of Sanctions

7.5.1 For the individual

To ensure that a pupil understands and accepts their mistake and is therefore able to learn from the experience.
To improve their awareness of the consequences of their actions and to become more responsible in their future conduct.
To ensure that, where sanctions are necessary, they take into account the context, seriousness and the impact of the offence and individual circumstances such as the pupil's previous record and their age.
To ensure that pupils are treated in a fair and consistent way.
To detect any patterns in an individual's behaviour, the apprehension of which will improve their wellbeing.
To ensure that a pupil is aware of their moral responsibility to respect the rights of other individuals and to uphold the values of the community, both within daily school life and outside school, and online.

7.5.2 For the community

To support and affirm the values on which the community of the School is founded.
To deter other pupils from committing the same offence.
To promote an understanding that offences such as theft, wilful damage of property, bullying and sexual/gender/racial harassment can have a corrosive effect on the community and cannot therefore be condoned or tolerated; that some individuals may exercise a negative impact on others and therefore cannot remain within the school community; and that some offences can impact negatively on the reputation of the School.
To detect and address any patterns of misbehaviour across the School.

7.6 General Principles of Discipline and Sanctions

7.6.1 The School prides itself on the positive relationships between pupils and staff. Successful handling of disciplinary issues results in an ordered community, fulfilled pupils and a sense of mutual respect.

7.6.2 Classroom discipline is the responsibility of each teacher. Staff should be clear with pupils about their expectations (which should be in line with the general practice across the School) and any specific requirements relating to their department.

7.6.3 Staff must be mindful of the challenges faced by new pupils as they join the School and respond appropriately, bearing in mind their age and previous experiences. All pupils are reminded of the general expectations at the start of the academic year, but staff should seek to avoid imposing sanctions on new pupils for organisational misdemeanours during their early weeks at Repton Prep, reporting these instead to the relevant Form Tutor.

7.6.4 Minor instances of poor behaviour by a pupil will usually be dealt with by means of a verbal reprimand by the teacher to remind of the School's expectations. If the misbehaviour is

sufficiently serious or persistent to warrant a longer discussion, this should be conducted on an individual basis, and, where appropriate, teaching staff should involve Form Tutors, Year Group Heads and Boarding Houseparents. It is good practice for pupils to receive a warning of the likely consequences of their actions should they persist in their poor behaviour choices.

- 7.6.5 If it is appropriate to issue a sanction, the member of staff should ensure that the pupil understands the sanction applied and the reason for it. They should not rely on other parties, whether staff or pupils, to relay this information. They must also ensure that they fulfil their own responsibilities, such as checking that the sanction has been completed, and setting and marking work.
- 7.6.6 In handling any behavioural situation but in particular before imposing a sanction, staff must take into consideration wider factors relevant to the pupil(s) concerned. This includes being aware of their responsibilities under the Special Educational Needs and Disabilities Act 2001 and the Equality Act 2010 and of any special educational needs, disabilities or welfare concerns of the individual. Staff should be familiar with the SEND and pastoral information on the school database and should consult with Deputy Head Pastoral & Boarding and/or Head of Learning Enhancement, as necessary. Whilst consistency is important, the focus must be on a positive outcome for the individual involved.
- 7.6.7 Sanctions must be proportionate and appropriate to the offence committed. Their application should be consistent, both individually and collectively. The same sanction should be used for the same behaviour by all staff, whether it is the first lesson on Monday morning or the last lesson on Friday evening.
- 7.3.8 Under no circumstances may any punishment degrade or compromise the welfare of the individual pupil or constitute any form of unlawful activity. The following are also unacceptable: any punishment intended to cause pain, anxiety or humiliation, deprivation of access to food or drink; enforced eating or drinking; prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline; requirement to wear distinctive or inappropriate clothing as a punishment; use or withholding of medical, optical or dental treatment; deprivation of sleep; fines; or locking in a room or area of a building. If it is appropriate to isolate a pupil as part of an investigation, this will be for the minimum period of time necessary, in an appropriate location, and staff will ensure that the individual has access to food and drink and toilet facilities.
- 7.3.9 If a large number of pupils are to be sanctioned for the same offence, individual teachers and departments should take responsibility for arranging and staffing this. Very large numbers of pupils (such as a whole class or house) should not be sanctioned without discussion with the Deputy Head Pastoral & Boarding.
- 7.3.10 Repeated offences will result in an escalation of sanctions.
- 7.3.11 No teacher may strike, manhandle or intimidate a pupil. Corporal punishment is unlawful and not permitted in the School under any circumstances.
- 7.3.12 The School reserves the right for its staff to use reasonable force to control or restrain a pupil in specific circumstances, in accordance with the Education and Inspections Act 2006 and the Use of Reasonable Force: Advice to Heads, Staff and Governing Bodies July 2013. Staff

may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, including their own, or engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils. In such rare instances the use of physical restraint must only when immediately necessary, be by reasonable and non-injurious means and applied for the minimum time necessary to achieve the required aim. All such instances must be recorded in writing and reported to the Head. Further details are found in the Staff Code of Conduct and the Positive Handling Restraint and Physical Intervention Policy .

7.4 Sanctions available to Pre-Prep (Nursery to Year 2)

7.4.1 Children are expected to move sensibly around the school and grounds and should be aware of staff expectations of acceptable behaviour, particularly in the play areas. Incidents of misbehaviour will be communicated to the Form Teacher or Deputy Head Pre-Prep.

A positive partnership with parents will be promoted. Parents will be informed of any change in a child's behaviour or attitude and parents will be encouraged to be actively involved in devising strategies to manage unacceptable behaviour.

If a child's behaviour is extreme and/or dangerous, and all strategies have been exhausted, the final decision will be left to the Head's discretion.

Sanctions take place over a day and in most cases, a child is given a fresh start each day. However, if a pupil does not respond to these approaches, then it will be necessary to set small, achievable targets. A report form may be issued to monitor general attitude and behaviour in every lesson and at break time, if applicable. The pupil will be referred to the Head if poor behaviour shows no improvement.

In line with the whole school, the Pre-Prep does not administer corporal punishment and staff do not threaten the use of corporal punishment, nor any punishment which may adversely affect a child's well-being.

The Pre-Prep aims to be consistent with its response to unwanted behaviour. Most unwanted behaviour will be met with a verbal warning. Sanctions will only be used when positive approaches are unsuccessful. Discussion will play an important part in guiding pupils to learn more appropriate behaviour and an acceptance of responsibility for their actions.

Sanctions do not have to be severe to be effective and may constitute one or more of the following:

- A verbal reprimand or check
- Speaking to child privately or in front of peers
- Withdrawal of privileges, for example loss of playtime or minutes off Golden Time
- Withdrawal of/from activities
- An apology to be given verbally or in writing
- Pay back wasted time
- Work separately from others or be seated by the teacher
- Daily diary or record of behaviour
- Being sent to the Deputy Head Pre-Prep or Head to discuss behaviour

- Involvement of parents

In extreme circumstances, the Head reserves the right to temporarily or permanently exclude Pre-Prep pupils as per Phase 5 of the sanctions hierarchy detailed in section 7.5.2.

7.5 Sanctions available to Prep (Years 3 to 8)

7.5.1 When a sanction is deemed appropriate the over-arching principle to be followed is that the sanction applied should be swift but considered, appropriate and proportionate. Corporal punishment is not permitted in the school under any circumstance.

7.5.2 The School follows a phased approach for all formally recorded sanctions. These are recorded on the school management information system. Please note that the list of behaviours below is not exhaustive and each situation that arises is dealt with on an individual basis.

1. Verbal Reprimand – Phase 1

The first level of response to managing inappropriate behaviour is a ‘verbal reprimand’ (VR). Children are always given the opportunity to redeem themselves as quickly as possible. Teachers may be explicit in their admonition and say, “I am now warning you that if you do that again you will receive in a Written Reflection.”

Process:

- Issuing staff member to log the VR in Reward and Conduct Manager in iSAMS

2. Written Reflection – Phase 2

A Written Reflection (WR) is used for repeat offences or when a teacher’s instinct is that a verbal reprimand is deemed to be insufficient. Where repeated verbal warnings have been issued and ignored and the letter and spirit of the Repton Prep Code have clearly been breached a WR will be issued.

The WR provides an opportunity for the child to reflect upon their behaviour. The member of staff will issue the pupil with a written reflection to allow them time to think about the incident.

If appropriate a written reflection may be linked to community service appropriate to the offence. Examples include helping to clear dining room tables before eating, cleaning or tidying, litter picking.

Process:

- Issuing staff member to log the WR in Reward and Conduct Manager in iSAMS and will issue the pupil with a ‘ref’ form (copies available from the School Office)
- Pupil will be expected to attend the Assembly Hall or Form room at Morning Break to undertake the ‘ref’ either with a senior member of staff, issuing staff or Form Tutor. The form should be completed within school time and not sent home with the child.
- The completed document should be returned to the issuing member of staff.
- This information is not passed on to future schools.

- 3 x WRs in the duration of one term will result in an Order Mark being issued by the Year Group Head.

Disruption and Completion Slips – Phase 2

A Disruption Slip is given to a pupil when a single verbal warning has not been sufficient to stop behaviours that are distracting the individual or others from the lesson.

A Completion Slip is given to pupils that fail to meet a deadline or are not able to complete sufficient work within a lesson for a variety of reasons.

Process:

- Issuing staff member to log the DS or CS in Reward and Conduct Manager in iSAMS and will note the details in the pupil's planner (their slip).
- 3 x DS or 3 x CS (not a mixture) in the duration of one term will result in an Academic Detention.

3. Order Mark – Phase 3

An Order Mark (OM) is given for serious one-off offences such as a deliberate and knowing breach of the Repton Prep Code, blatant rudeness or insolence to staff, aggressive behaviour between children, removing or interfering with other people's property, dangerous behaviour, lying, cheating, the use of foul language, banter, harassment or victimisation due to someone's protected characteristics, using/carrying an unsanctioned mobile device, bullying behaviour (first offence), deliberately going out of bounds and vandalism.

Process:

- Issuing staff member to log the OM in Reward and Conduct Manager in iSAMS.
- Pupil will have an interview with the Head of Year and will then be issued with an OM form to be completed at the next available lunch time under their supervision.
- The Head of Year will send details of the OM complete with pupil targets by post or email to the child's parents.
- This information is not passed on to future schools.
- 2 x OMs in the duration of one term will automatically result in a Head's Detention.

Academic Detention – Phase 3

An Academic Detention is given by the Deputy Head Academic for an accumulation of 3 Disruption Slips **or** 3 Completion Slips (but not a mixture of the two). These are designed to be reparative and to support pupils in understanding what behaviours have led to the accumulation of sanctions and what the school expects to see moving forwards. They could also be awarded for a one-off serious disruption to a lesson, at the discretion of the DHA.

Process:

- Issuing staff member to log the AD in Reward and Conduct Manager in iSAMS. The Deputy Head Academic will send confirmation of the Academic Detention by email to the child's parents and will arrange with them the time for the completion for the AD. The AD will be supervised outside of lesson time for 60 minutes and will take priority over all other events.

- 2 x ADs in the duration of one term will automatically result in a Head's Detention.

4. **Head's Detention – Phase 4**

A Head's Detention may be given for a serious offence, such as unprovoked physical aggression towards an adult or another child, repeated bullying behaviour, poor behaviour in public or on school trips/fixtures, cheating in an exam, stealing or gross disobedience. A Head's Detention takes priority over all other events and will usually be served outside of the day school hours.

Process:

- Head to log in Reward and Conduct Manager in iSAMS.
- Written notice for day parents or boarding house parents will be issued at least three days in advance.

5. **Suspension and Expulsion – Phase 5**

The Head reserves the right to temporarily or permanently exclude pupils guilty of gross misconduct or very serious breaches of the Repton Prep Code that put any member of the community (including the offender) in danger of harm. Examples include but are not limited to:

- purchase/supply/possession/use of certain substances, drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco
- theft, blackmail, intentional physical violence resulting in serious harm, intimidation, racism or persistent bullying
- misconduct of a sexual nature
- supply/possession/distribution of inappropriate material in hard copy or electronic version, particularly of a pornographic or extremist nature
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- serious misuse of social media (on or off the school premises), especially that which abuses members of the school community or brings the school into disrepute
- knowingly or recklessly endangering the life of a member of the school community or one's own
- persistent attitudes or behaviour which are inconsistent with the School's ethos
- other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises, in person or online.

Temporary or permanent exclusion will also be considered for pupils who are given repeated Order Marks and who are not able to modify their behaviour regardless of support from the school. Such situations are rare and suspension or, following that, exclusion would be very much a last resort after all other strategies had failed. In such circumstances parents will be consulted and the welfare of the child concerned will be carefully considered. However, it is to be remembered that the safety, health and well-being of the larger school community are paramount in such circumstances.

- 7.5.3 At any stage along the phases detailed above, it might be deemed necessary to place a pupil on a Report Card administered and monitored by the appropriate Form Tutor or Year Group Head.
- 7.5.4 Every classroom in Years 3 to 8 has in it displayed a guide to the hierarchy of sanctions. Staff should consult the poster in order to achieve consistency and should show the pupils where their behaviour stands on the hierarchy of sanctions. The content of the poster is repeated in Appendix D to this policy.
- 7.5.5 In Years 3 and 4 only, the award of Golden Time is used as an additional reward for all pupils. It constitutes about 20 minutes of a fun activity at the end of the school week, e.g. an extra playtime in the woods. Golden Time can be removed, in increments of one minute, for poor behaviour during the week at the discretion of the class teacher.

This section is to be read in conjunction with the school's Withdrawal, Temporary and Permanent Exclusion Policy.

8 Behaviour Management in the boarding houses

- 8.1 When the boarding pupils are within their boarding accommodation or evening prep/activities, it is their chance to unwind, relax and escape from the pressures and stresses of the school day. The boarding houses offer a comforting 'home from home' environment and therefore it is important for there to be a separate rewards and sanction from system in place in order to help the pupils distinguish between 'school time' and 'home time'.
- 8.2 We aim to focus on positive behaviour, rewarding pupils who show positive traits such as respect, empathy and kindness with praise or points towards their houses' competition (where weekly and termly prizes are available). Positive behaviour traits are discussed regularly during mealtimes and house meetings and examples are given as to how the pupils can showcase these within both the boarding and the wider community. Staff are encouraged to 'catch boarders being good', rewarding acts of kindness and displays of positive traits.
- 8.3 When the behaviour of a boarding pupil drops below the expectations that we expect, or for low level incidents such as disturbing others after lights out, unkindness or any behaviour that influences the boarding community negatively, then staff members may issue boarding sanctions. It is important to emphasise that these are separate from a sanction a pupil might receive during the school day and should reflect sanctions which individuals would get in their home environment.
- 8.4 Boarding sanctions are as follows:
- Loss of Bedder Points – Subtracting points away from the Boarding Point total.
 - Early Bed – Missing activities by sending a boarder to their bed early to read quietly.
 - Boarding Reflection – The pupil is required to spend time with their Houseparent, completing the required form and reflecting upon their actions. Most importantly, they are also asked to focus on how to rectify their mistakes (written apologies, community service etc.)
 - Parents are informed by Houseparents for all sanctions below this point:
 - Loss of Electronics – The pupil is not allowed access to their own personal or house electronics for an agreed period of time.
 - Early Wake Up - Arranging for a boarder to be ready for breakfast at 7am (rather than 7:30am). This means they need to be promptly out of bed, well-organised.

- Change of Bedder – The pupil is moved out of their dorm and asked to sleep somewhere to help reduce and limit distractions/disruptions.

8.5 If a boarding pupils' behaviour continues to fall below expectations or low-level incidents continue to persist, this will result in them being sent to see the Head of Boarding to reflect upon their behaviour. This process can be escalated to the Deputy Head Pastoral & Boarding if the poor behaviour continues or if it is warranted by the severity of the incidents.

8.6 For more serious incidents, for example bullying, racism or stealing, the pupil in question will be referred immediately to the Head of Boarding, the Deputy Head Pastoral & Boarding and/or Head. The pupil will be sanctioned in line with the school's Behaviour Policy, where, depending on the severity of the incident, potential Order Marks, Head's Detentions, Suspensions and Expulsions can be issued.

8.7 The table below may be used by both pupils and staff members to gauge which sanction may be most suitable sanction to issue. Pupils have had the opportunities to express their views and ideas about suitable sanctions for certain types of behaviour within forums and house meetings. This is discussed throughout the academic year and this guide updated regularly.

SEVERITY	SANCTION	EXAMPLE BEHAVIOUR
1	Loss of Boarding Points	<i>Disorganisation, Untidiness, Not following Repton Prep Code, ignoring instructions.</i>
2	Early Bed	<i>Talking and Disturbing others after lights out, disrespect towards peers, unkindness, rudeness, silly behaviour.</i>
	Boarding Reflection	<i>Repeated low-level disruption, dangerous behaviour, rudeness, lying to staff members, dangerous behaviour.</i>
<i>*Parents are informed by Houseparent for all sanctions below this point</i>		
3	Loss of Electronics	<i>Disrespectful towards staff, physical violence, going out of bounds, several boarding reflections, not taking other sanctions seriously (silliness during early bed), Vandalism, inappropriate use of electronics.</i>
	Early Wake-up	
4	Change of Bedder	<i>Persistent disruption to others, persistent disrespect towards others in room.</i>
5	Order Mark/Head's Detention etc.	<i>Bullying, Racism, Stealing</i>

9 Withdrawal, Temporary and Permanent Exclusion

9.1 In extreme cases of serious misconduct by a pupil, the Head should be informed at the earliest opportunity. They will investigate the incident and interview the pupil and any other pupils or members of staff as deemed necessary.

Further details can be found in the Withdrawal, Temporary and Permanent Exclusion Policy.

10 Monitoring and review

- 10.1 School sanctions and boarding house records are reviewed regularly by the Year Group Heads, Head of Boarding and the Deputy Head Pastoral & Boarding.
- 10.2 A Bullying Log is maintained by the Deputy Head Pastoral & Boarding, to facilitate the tracking of any trends in child-to-child relationships.
- 10.3 A Filtering and Monitoring Log is maintained by the Deputy Head Pastoral & Boarding, to track any trends in online use at school.
- 10.4 A record of serious sanctions (i.e fixed periods of exclusion or permanent exclusions) is maintained by the Deputy Head Pastoral & Boarding.
- 10.5 Behavioural issues are discussed regularly, in particular at the pastoral team meetings, boarding team meetings and in staff meetings and briefings.
- 10.6 There is a weekly review of disciplinary incidents by the Senior Management Team, and the above logs are discussed and monitored. Identification of trends will be used by SMT to inform and shape school practices.
- 10.7 The Deputy Head Pastoral & Boarding reports to the governing body on disciplinary matters through the Pastoral and Safeguarding Committee which meets every term.
- 10.8 The Head reports directly to the Governing Body on any serious incidents or particular trends.
- 10.9 It is recognised that pupils' understanding of the School's expectations and its handling of disciplinary incidents are key to a successful and positive culture, and behavioural issues are regularly discussed with pupils. This includes regular notices and reminders of expectations via Form Tutors and in assemblies.

SEARCHES OF PUPIL PROPERTY

This policy refers to UK.gov - Searching, Screening, Confiscation Advice (July 2022)

1 Searches Of Pupil Property

- 1.1 Normally, the consent of the pupil whose property is to be searched should be sought prior to the search. If this is withheld, it should be pointed out to the pupil that reasonable deductions will be drawn from this refusal and acted upon. If the pupil agrees, any item can be searched for. However, the ability to give consent must be considered as age, or other factors might need to be considered. Any search must consider the needs of the school to maintain effective discipline, but also the rights of the pupil to a reasonable level of personal privacy. These rights are not absolute and may be interfered with as long as the action is justified and proportionate.
- 1.2 A search can still be conducted without the pupil's consent, in order to safeguard pupils' welfare if the senior member of staff present deems that a pupil is at risk (if, for example, it is suspected that weapons are in the pupil's possession), or that the items being searched for are banned by law or in the Pupil's Code of Conduct.
- 1.3 Pupils may not, under any circumstances, possess items which are banned by the Pupil's Code of Conduct or the law. This includes: knives or weapons, alcohol, illegal drugs and substances, stolen items, tobacco and cigarette papers, fireworks, pornographic images, extremist literature or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- 1.4 Searches of pupils' property may be conducted where a member of staff has reasonable grounds for suspicion, either of particular individuals or wider sections of the community. It is not acceptable to conduct searches on an entirely random basis. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about a banned item or they might notice a pupil behaving in a way that causes them to be suspicious.
- 1.5 Searches will normally be conducted by a minimum of two members of staff, and in the presence of the pupil whose property is being searched. The member of staff conducting the search should normally be the same sex as the pupil being searched and should, ideally, be a member of SMT and one other member staff. Staff may conduct a search of a pupil of the opposite sex and/or without a witness if there is reason to believe that serious harm may be caused if the search is not conducted immediately and where it is reasonably practical to summon another member of staff. In such circumstances, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older. Rooms should be left in a reasonable state of tidiness after the search.
- 1.6 Searches may be conducted on school premises or during any school activity during which a pupil is under the charge of a member of staff such as a school trip.
- 1.7 When staff require to undertake a search in a boarding house, including a pupil's bedder area, cupboards, drawers or in the communal areas of the boarding house, and there being good reason for such action, it should be conducted in the presence of a member of the house team, usually the houseparent. Where possible, arrangements should be made for

the pupil to also be present. This includes the immediate removal of a personal electronic device from a pupil's boarding house so that an electronic search can be undertaken.

- 1.8 Any item discovered which contravenes the advice in the section of the policy or represents any sort of danger to pupils will be confiscated immediately and may be retained by staff. It should be disposed of with due consideration given to its hazardous nature and/or legal responsibilities.
- 1.9 If any such item is accidentally discovered by members of the domestic staff, they must report this immediately to either the houseparent or a member of the SMT.
- 1.10 See under ICT Equipment for searches of electronic media.
- 1.11 If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. If the pupil refuses, the member of staff can apply an appropriate punishment as set out in the school's Behaviour Policy. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such circumstances, the School can apply an appropriate disciplinary sanction.
- 1.12 The Head should decide who to authorise with the power to search an individual or their property. This would normally include all teaching staff and the boarding and pastoral teams.
- 1.13 A search may extend to clothes, possessions, desks, bags and lockers/cubbies; in effect, any item over which the pupil is deemed to have control. For the purposes of a search, 'clothes' is deemed to mean the outer or easily removable layer of clothing (coat, jacket, hat, gloves etc.) only or the emptying of pockets. Body searches should be left to trained individuals brought in from appropriate agencies.
- 1.14 There is no legal requirement to notify a parent of a search of their child's possessions, nor indeed to record it. However, a note should be made on the internal pupil management system to register relevant information about a particular pupil. Parents should be informed if illegal drugs, alcohol or harmful substances were found during any search of their child's possessions, although, again, this is not a legal requirement.

2 ICT Searches

- 2.1 The Deputy Head Pastoral & Boarding will oversee procedures for inspection of pupil computers and devices where concerns are raised. He will advise SMT directly and pass relevant details to them for the matter to be dealt with appropriately, using the relevant technical facts.
- 2.2 Searches of computers and devices can be made where suspicions are raised-as defined by DfE advice (January 2018) and the School's *Acceptable Use Policy for Computers & Mobile Devices*. Staff may search electronic devices, without consent or parental permission, if there is a suspicion that a pupil has a device or material prohibited by the Pupil Code of Conduct, or there is good reason to suspect that the device may be used to: cause harm; disrupt teaching; break rules; commit an offence; or damage property.

- 2.3 When searches are made, the search is logged and conducted by the Network Manager in the presence of the Deputy Head Pastoral & Boarding/DSL. Pupils will be contacted to provide access details and may be required to be present.
- 2.5 A search on a machine will normally be undertaken with the pupil's consent but not necessarily in the presence of the pupil. Signing up to the ICT Acceptable Use Policy constitutes consent. A search can still be conducted without the pupil's consent in order to safeguard pupils' welfare, if: the senior member of staff present deems that a pupil is at risk; items are being searched for that are banned by law or the Pupil's Code of Conduct; sites promoting pornographic or extremist material are being visited; or if the normal working practices of the school network are being interrupted or affected by an individual's activities.
- 2.7 If, in the normal course of repairing or upgrading a machine, banned material is discovered on a pupil's personal device, the pupil will be asked to explain its presence and could expect to receive a sanction in the usual manner. An accidental discovery does not constitute a random search.
- 2.8 Where an inappropriate image issue is suspected or discovered, the Head of ICT will provide technical advice to the Deputy Head Pastoral & Boarding and safeguarding team and the image should only be viewed by the DSL where possible.
- 2.9 The school may dispose of inappropriate images, or delete images on a mobile phone or other personal device, unless it constitutes a specific offence (e.g. extremist or pornographic material), in which case the DSL will contact the police for advice.
- 2.10 Data, files or images that are not believed to be unlawful may be deleted or kept as evidence by the School. Where an offence may have been committed, (e.g. in the case of extremist or pornographic material), data, files or images that are believed to be illegal must be passed to the police as soon as practicable.

Appendix B:

Positive Handling and Physical Restraint

The school's policy on the use of physical restraint is in accordance with Education and Inspections Act 2006 and the Use of Reasonable Force: Advice to Heads, Staff and Governing Bodies July 2013.

In broad terms, the use of reasonable physical force is acceptable in the interests of the safety of an individual pupil or those who might be adversely affected by him/her or his/her actions and/or behaviour, to control or to restrain an individual.

- I.1 The Education and Inspections Act 2006 allows for school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:
- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
 - causing personal injury to any person (including the pupil themselves)
 - causing damage to the property of any person (including the pupil themselves)
 - prejudicing the maintenance of good order and discipline at the school, and
 - among any pupils receiving education at the school, whether during a teaching session or otherwise.
- I.2 The Act also defines which staff are allowed to use said reasonable physical force. This extends to:
- any teacher who works at the school
 - any other person whom the Head has authorised to have control or charge of pupils including unpaid volunteers

Further details can be found in the School's Positive Handling and Physical Restraint Policy.



Sanctions Hierarchy Years 3-8

Pastoral Sanctions	Academic Sanctions	
Phase 1: Verbal Warning: The first level of response to managing inappropriate behaviour is a 'verbal warning' (VW). Children are always given the opportunity to redeem themselves as quickly as possible. Teachers may be explicit in their admonition and say, "I am now warning you that if you do that again you will receive in a written reprimand". It may also be an implicit verbal warning and request such as "please can you stop doing X".		
<i>Process: Issuing staff member to log the VW in Reward and Conduct Manager in iSAMS. This is not necessary if the warning is upgraded within the lesson to another sanction, e.g. a disruption slip, to avoid duplication.</i> <i>Next steps: Move to Phase 2 if pupil does not respond to the VW</i>		
Phase 2: Written Reflection A Written Reflection (WR) is used for repeat offences or when a teacher's instinct is that a verbal warning is deemed to be insufficient. Where repeated verbal warnings have been issued and ignored and the letter and spirit of the Repton Prep Code have clearly been breached a WR will be issued.	Phase 2: Disruption Slip A Disruption Slip is given to a pupil when a single verbal warning has not been sufficient to stop behaviours that are distracting the individual or others from the lesson.	Phase 2: Completion Slip A completion slip is given to pupils that fail to meet a deadline or are not able to complete sufficient work within a lesson for a variety of reasons.
<i>Process: Issuing staff member to log the WR in Reward and Conduct Manager in iSAMS and will issue the pupil with a 'ref' form (copies available from the School Office)</i> <i>Next steps: 3 x WRs in the duration of one term will result in an Order Mark</i>	<i>Process: Issuing staff member to log the DS or CS in Reward and Conduct Manager in iSAMS and will note the details in the pupil's planner (their slip).</i> <i>Next steps: 3 x DS or 3 x CS (not a mixture) in the duration of one term will result in an Academic Detention</i>	
Phase 3: Order Mark An Order Mark (OM) is given for serious one-off offences such as a deliberate and knowing breach of the Repton Prep Code, blatant rudeness or insolence to staff, aggressive behaviour between children, removing or interfering with other people's property, dangerous behaviour, lying, cheating, the use of foul language, banter, harassment or victimisation due to someone's protected characteristics, using/carrying an unsanctioned mobile device, bullying behaviour (first offence), deliberately going out of bounds and vandalism.	Phase 3: Academic Detention An Academic Detention is given by the Deputy Head Academic for an accumulation of 3 Disruption Slips or 3 Completion Slips (but not a mixture of the two). These are designed to be reparative and to support pupils in understanding what behaviours have led to the accumulation of sanctions and what the school expects to see moving forwards. They could also be awarded for a one-off serious disruption to a lesson, at the discretion of the DHA.	
<i>Process: Issuing staff member to log the OM in Reward and Conduct Manager in iSAMS. Pupil will have an interview with the Head of Year and will then be issued with an OM form to be completed at the next available lunch time under their supervision. The Head of Year will send details of the OM complete with pupil targets by post or email to the child's parents</i> <i>Next steps: 2 x OMs in the duration of one term will automatically result in a Head's Detention</i>	<i>Process: Issuing staff member to log the AD in Reward and Conduct Manager in iSAMS. The Deputy Head Academic will send confirmation of the Academic Detention by email to the child's parents and will arrange with them the time for completion of the AD. The AD will be supervised outside of lesson time for 60 minutes and will take priority over all other events.</i> <i>Next steps: 2 x ADs in the duration of one term will automatically result in a Head's Detention</i>	
Phase 4: Head's Detention A Head's Detention may be given for a serious offence, such as unprovoked physical aggression towards an adult or another child, repeated bullying behaviour, poor behaviour in public or on school trips/fixtures, cheating in an exam, stealing or gross disobedience. It can also be awarded for an accumulation of two Order Marks or Academic Detentions.		
<i>Process: Head to log in Reward and Conduct Manager in iSAMS. Written notice for day parents or boarding house parents will be issued at least three days in advance. Head's Detention takes priority over all other events and will usually be served outside of the day school hours</i>		
Phase 5: Suspension or Exclusion The Head reserves the right to temporarily or permanently exclude pupils guilty of gross misconduct or very serious breaches of the Repton Prep Code, including repetition of Phase 4 offences, that put any member of the community (including the offender) in danger of harm. Further details and examples are in the Behaviour Policy.		