Policy 2.24

Kitebrook Preparatory School Behaviour, Sanctions and Rewards Policy

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1. Policy Statement

1.1 Kitebrook Preparatory School recognises that good behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their potential. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential.

1.2 To this end we seek to ensure that Kitebrook Preparatory School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding.

1.3 In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Kitebrook Preparatory School does not permit corporal punishment during any activity whether on or off the school premises.

1.4 This policy applies to all pupils, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. It is available to all interested parties (including volunteers and those supervising co-curricular activities or accompanying school trips) via the school's website or on request from the School Office.

1.5 The Head is responsible for overseeing the management of behaviour issues in the Prep School and the EYFS setting, along with the Deputy Head Pastoral. Day-to-day management of behaviour issues, including implementing sanctions for low-level matters is supported by the Heads of Section.

2. Aims of the policy:

2.1 To promote an environment where all members of our community feel safe, happy, valued and respected, following the Kitebrook Code of Conduct.

2.2 To support a caring community where all are treated fairly, with values built on mutual trust and respect.

2.3 To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way.

2.4 To help the pupils to learn in an effective and considerate way, developing manners, etiquette and to grow and become increasingly positive, responsible and independent members of the school and wider community.

2.5 To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently.

2.6 To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently.

2.7 This document should be read in conjunction with the following policies and documents:

Safeguarding Policy
Drugs Policy
Exclusions, Expulsion, Removal and Review Policy
Anti-Bullying Policy
Online Safety Policy
Admissions Policy
KCSIE 2026
The Equality Act 2010
Kitebrook Code of Conduct

3. Policy Procedure

3.1 Introduction

3.1.1 At Kitebrook Preparatory School we work in partnership with parents to facilitate and encourage good behaviour.

3.1.2 'The prime responsibility for bringing up children belongs to their parents', but at school, we have a privileged responsibility to 'work with and support parents in caring for their children' *Learning behaviour: Lessons learned,* Steer (2009).

3.1.3 We aim to fulfil our responsibility through consistent modelling of good behaviour; through dynamic and effective learning and teaching through the teaching of behaviour strategies and a fairly administered system of rewards and sanctions. We encourage self-discipline and attitudes of tolerance, honesty, reliability and perseverance. These are reinforced through our culture of Growth Mindset and our wellbeing programme.

3.1.4 'Help Children Achieve More', 2012, underpins the school's philosophy and aims. We aim to work closely with all those involved in the lives of our pupils in a supportive and cooperative fashion.

3.2 A consistent approach to promoting good behaviour

3.2.1 All members of staff, including all support and estates staff, are aware of this policy and have worked on it together to create strategies and courses of action which reflect the ethos of the school and work on a day to day basis, through The Kitebrook Code of Conduct.

3.2.2 As part of the school's Continual Professional Development policy (CPD), training for staff about behaviour management is held regularly; sometimes by external providers. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the school and the expectations of behaviour which are held.

3.2.3 We have an empathetic and supportive Tutorial system. Pupils know they can approach their Form Tutor, or any member of staff with whom they feel comfortable. Pupils know that staff will listen and act fairly. Posters displaying the Levels of Behaviour Escalation chart are displayed in Form Rooms and teaching rooms around the school.

3.2.4 New children to the school are 'buddied' with a peer to help them through the routine of the first few weeks and also through the expected norms of behaviour.

3.2.5 All pupils should be wearing school uniform. If a member of staff notices that pupils repeatedly

flout the uniform, or who fail to dress smartly they should speak to them in the first instance and then report it to the Class Teacher or Form Tutor.

3.2.6 Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Head of Learning Skills and staff. Information is disseminated efficiently via ISAMS with parent meetings logged as well as to CPOMS and the drive folders too. meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing problems.

3.2.7 At Kitebrook we use Pastoral Support Plans (PSP). These include a range of strategies which are agreed with parents, and are put in place for the management of the pupil's behaviour, these are regularly evaluated. All staff are made aware that The Equality Act (2010) requires schools to make 'reasonable adjustments' for pupils with SEND when implementing the behaviour policy.

3.2.8 The character of the buildings adds to the traditional ethos of the school and to its family orientated atmosphere. Where new buildings have been added they have been carefully and appropriately designed. All buildings are used, and internal and external communal areas such as corridors and the playgrounds are supervised carefully so as to promote good behaviour at all times.

3.2.9 A duty rota is in place for break times. Children are encouraged to put away mobile equipment and toys and to store them safely. This promotes community spirit and responsibility.

3.2.10 The school's approach to a healthy diet and hydration helps to encourage good pupil behaviour. Nourishing food is available to all children at lunchtime. Age appropriate levels of choice are given and staff encourage children to eat balanced meals. At break time, a snack is offered. Every child has a water bottle and is encouraged to keep themselves well hydrated. Children attending after school activities are offered a snack.

3.3 School Leadership

3.3.1 The weekly staff Briefing (11am Monday) ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Minutes are taken of these meetings which are distributed to all staff.

3.3.2 There are also section and whole school staff meetings where behaviour and pastoral issues are discussed

3.3.3 Should a member of staff feel concerned about a pupil, they should raise a concern through CPOMS. This will notify the relevant Head of Section who will action the event accordingly. Further advice and support will be available from: the Deputy Head (Pastoral), and where appropriate, the SENDCo or other members of the SLT

3.3.4 The Heads of Section and the Deputy Head (Pastoral) work closely with the Class Teachers, Form Tutors, the Year 8 Welbeing Prefect and the Safeguarding Team to monitor the Pastoral needs and behaviour of pupils.

3.3.5 All incidents and communication with parents about pupils' behaviour are documented through CPOMS which the Deputy Head (Pastoral) and SLT will monitor.

3.3.6 Pupil Behaviour appears as a standing item on the weekly Senior Leadership Team (SLT) agenda/ minutes so that leadership staff are kept informed about behavioural issues and are able to step into the procedure, if necessary, from a knowledgeable position.

3.3.7 Pupils' behaviour is fed back to parents by the relevant Head of Section. There may be an

occasion that the Deputy Head (Pastoral), Senior Deputy Head or the Head will lead this meeting. The procedure described in 3.3.1 and 3.3.2 ensure all staff are aware of any behavioural situations that have occurred. The SLT keep an 'Incident log' which includes the anti-bullying log.

3.3.8 The Safeguarding team meet regularly to talk about children where there are safeguarding concerns which may be impacting their behaviour.

4. Rewards

4.1 The Kitebrook Code of Conduct enshrines the values which the school believes to be most important in life.

4.2 In the following school sections pupils can receive the following rewards:

4.2.1 Pre Prep - Pre Prep pupils are awarded praises using the Growth Mindset areas which are recorded through Class Dojo.

4.2.2. Pupils in Pre-Prep may be awarded 'Star of the Week', which is presented in Pre-Prep Celebration Prayers.

4.2.2 Middle - Middle School pupils are awarded Mindset Merits, using Growth Mindset areas, and Curriculum Commendations, which are recorded through Class Dojo.

4.2.3 Senior - Senior School pupils can be awarded Mindset Merits, using the Growth Mindset areas, and Curriculum Commendations

4.2.4 Department Commendation postcards are awarded by Heads of Department for Middle and Senior pupils.

4.3 All pupils can work towards their Merit Stickers and Badges, for achieving 5 (Bronze), 10 (Silver) or 20 (Gold) Praises/Merits in each Mindset category. Once a child achieves a full set of stickers, they will be awarded the badge of corresponding colour.

4.4 Gold coins are awarded by Heads of Section for achievements celebrated in Prayers. Gold coins are currency within the school and are spent at the Tuck Shop on a weekly basis, in exchange for an item of choice.

4.5 The Book of Excellence is awarded to the child for going above and beyond with a piece of work or for showing excellence in the Growth Mindset skills e.g. Resilience or leadership in sports endeavours.

4.6 Colours are awarded for excellence in Art, Drama, Music and Sport and are presented termly following a strict awarding criteria.

4.7 Sporting achievements are recognised through Prayers, the House Competition and the annual Sports Awards evening.

4.8 The annual Prize Giving ceremony awards prizes to pupils across the school for their achievements in the life of the school.

4.9 Praises, Mindset Merits, Curriculum Commendations and Gold Coins go towards the House Competition. The House with the highest total is awarded the House Shell Trophy in Prayers at the end of each term. At the end of each term, individual pupils in Pre-Prep and Middle School are awarded shells (1st, 2nd and 3rd place) for the highest number of dojo points. In Seniors, pupils are awarded a shell at the end of each term in recognition of achievement in number of growth mindset

merits and curriculum commendations.

4.10 Rewards and sanctions are age appropriate and reflect the level of understanding of the pupil. Pupils follows the Kitebrook Code of Conduct below:

The Kitebrook Code of Conduct
Kindness to all
Improve your work
Try your best
Everyone matters
Be caring and well mannered
Respect all
Organise yourself
Offer others help and encouragement
Keep work tidy

5. Sanctions

5.1 If a pupil's behaviour and attitude to study falls beneath the standard which could reasonably be expected of them, the school has the right to administer sanctions which aim to make clear the boundaries and requirements of acceptable personal behaviour and attitude to study to the pupil and the school community.

5.2 Sanctions should:

5.2.1 impress on the pupil that their personal behaviour and/or attitude to study is not acceptable and does not meet Kitebrook's expected high standards as explicitly outlined in the code of conduct.

5.2.2 deter the pupil from repeating that behaviour.

5.2.3 assist in helping the pupil to make positive choices in the future.

5.3 Sanctions should always be given fairly; they are far more likely to promote positive behaviour and attitude to study if they are. For instance, punishing a whole class when only some pupils are at fault would not be acceptable. This helps in the process of a pupil accepting responsibility for their behaviour and helping them make good choices in the future. It is imperative that everyone's reactions to inappropriate behaviour or poor attitude to study are consistent and that the sanctions available to staff are clearly understood. Playground incidents are reported to Form teachers and Heads of Sections, if it is deemed necessary.

5.4 Pupils should be aware of the boundaries of acceptable behaviour and the requirements for a positive attitude to study. These are reinforced in Prayers, Form Time, RHC lessons and constantly through reminders in 'The Kitebrook way' and the daily life of the school.

5.5 Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through. Sanctions which use words or actions that embarrass or humiliate a pupil are not accepted at Kitebrook Prep School. The school does not use corporal punishment.

5.6 If 'physical intervention' referred to as 'use of reasonable force' by staff is necessary, perhaps in a playground incident, staff may act to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)': this includes all pupils in the rest of the School. Incidents are recorded following clear procedures. Please refer to the School's Safeguarding Policy.

5.7 If a pupil's work, attitude to study or behaviour is deemed to be unsatisfactory, there are various sanctions in place to deal with the issue. When using these, the following points should be considered:

1. Any criticism should be constructive (what should have been done).
2. The pupil should be helped to understand why the work, attitude to study or behaviour is unsatisfactory.
3. Wherever possible improvement should be noted and praised.

5.8 Incomplete class or homework can be completed or redone at a weekly 'work session' during a lunch time run by the class or subject teacher. Teachers may refer pupils to this session if they deem the pupils' work to be below an acceptable standard.

6. Pupils' Behaviour

6.1 All incidents of poor pupil behaviour are recorded through Minor Incidents Log and CPOMS and are monitored by the Deputy Head (Pastoral).

6.1.1 Playground: It is expected that pupils' behaviour outside the classroom is on par with behaviour inside the classroom, and the same rules apply. If required, the staff member on duty may call for extra help from the Form Tutor in the first instance, or a member of the Leadership team in more serious cases. All incidents are reported (as above) and monitored by the Deputy Head (Pastoral). Any incidents that need following up will be dealt with and will be managed by the Form Tutor.

6.1.2 In Class: It is expected that pupils' behaviour allows for an effective learning environment, and any behaviour that falls outside of this expectation will be dealt with.

The table below outlines the Levels of Behaviour escalation in different sections of the school.

Levels of Behaviour Escalation Chart (Pre-Prep)					
Levels	**Level 1 (Minor Breach of Discipline) Recorded on Minor Incident Log**	**Level 2 Recorded on Minor Incidents Log**	**Level 3 Recorded on CPOMS**	**Level 4 (Major Breach of Discipline) Recorded on CPOMS**	**Level 5 (Major Breach of Discipline) Recorded on CPOMS**
Sanction	-Verbal warning by Class Teacher. Using the Zone Board. Pupil is put on the	-Break time 'Time Out' (maximum 5 minutes)	Internal exclusion away from the classroom. This may be in another class or with a member of the	- Fixed-term exclusion (suspension) Parents to meet with Head	Permanent exclusion -External agencies involved if required.

	thinking cloud to reflect on their behaviour.		leadership team. -Parent meeting and letter to parents Recorded on CPOMS and in exclusion log	Recorded on CPOMS and in exclusion log	-Parent meeting with Head and letter to parents Issue recorded in serious incident folder, if warranted, and exclusions log

Levels of Behaviour Escalation Chart (Middles)						
Levels	**Pre-Level 1**	**Level 1 (Minor Breach of Discipline) Recorded on Minor Incidents Log**	**Level 2 (Minor Breach of Discipline) Recorded on Minor Incidents Log**	**Level 3 (Major Breach of Discipline) Recorded on CPOMS**	**Level 4 (Major Breach of Discipline) Recorded on CPOMS**	**Level 5 (Major Breach of Discipline) Recorded on CPOMS**
Sanction	Initial warning for unacceptable behaviour or attitude to study	-Verbal warning by class teacher -Break time 'time out' (maximum 5 minutes) -Issue recorded on the Minor Incidents Log	-Lunch time detention with Head of Section -Parent informed -Issue recorded on Minor Incidents Log and Detention Log -Repeated Level 2s will result in parent letter/meeting with HOS.	-Internal exclusion - this may be in another class or with a member of SLT -Parents informed -Issue recorded on CPOMS and exclusions log	-Fixed term exclusion (suspension) -Parent meeting with Head and letter to parents -Recorded on CPOMS and in exclusion log	-Sent to Head -Permanent exclusion -Parent meeting with Head and letter to parents Issue recorded in serious incident folder, if warranted, and exclusions log
Example of Behaviour (not exhaustive)		-Inconsiderate behaviour -Calling out -Ignoring instructions -Silly noises -Pushing in the line -Talking in prayers -Running in the corridor -Being argumentative -Lack of equipment -Late for lessons -Not doing homework -Interruption of other pupils -Slow work rate (related	-Repeat of Level 1 -Persistent talking over teacher -Lack of cooperation -Arguing with staff -Rudeness -Cheating in class -Attention seeking at the expense of others -Teasing -Throwing small objects -Rough play -Inappropriate language -Not doing homework two times in a row	-Persistent repeat of Level 2 -Failure to attend a lunch time detention -Poor report card -Fighting and aggressive behaviour -Social media infringements -Inappropriate Cultural comments -Banter or Bullying behaviour -Intentionally lying to a member of staff	-Repeat of Level 3 -Poor behaviour in -school -Persistent Bullying -Child on child abuse -Bringing the school's name into disrepute. -Major breaches of discipline may include physical assault, deliberate damage to property, stealing, leaving school premises without permission, verbal and or racial abuse, refusal to work and disruptive	-Repeat of Level 4 Behaviour -Behaviour that endangers other pupils, staff or visitors -Behaviour that involves illegal activity -Persistent defiant and disruptive behaviour after failed intervention strategies

		to class disruption) -Shouting out in class			behaviour in class.	

Levels of Behaviour Escalation Chart (Seniors)						
Levels	**Pre- Level 1**	**Level 1 (Minor Breach of Discipline) Recorded on Minor Incidents Log**	**Level 2 (Minor Breach of Discipline) Recorded on Minor Incidents Log**	**Level 3 (Major Breach of Discipline) Recorded on CPOMS**	**Level 4 (Major Breach of Discipline) Recorded on CPOMS**	**Level 5 (Major Breach of Discipline) Recorded on CPOMS**
Sanction	Initial warning for unacceptable behaviour or attitude to study	-Verbal warning by class teacher -1st available Lunch time Sanction -10 mins -Issue recorded on the Minor Incidents Log **2 Level 1s in ONE week = 30mins DT with Head of Seniors on Friday**	-Head of Seniors Detention -Parents informed -Report card may be used to support behaviour -Issue recorded on Minor Incidents Log **1 Level 2 in one week = 30 mins DT with Head of Seniors on Friday.** **2 Friday DTs in one half term = letter home** **3 Friday DT's in one half term = parents called in to meet the Head of Section.**	-Internal exclusion (isolation) with a member of SLT -Report card may be used to support behaviour -Phone call home/meeting with parents -Issue recorded on exclusion log and CPOMS	-Sent to a member of SLT (Head, GP, BT, JHM, AGW) -Fixed term exclusion (suspension) -Parent meeting with Head and letter to parents -Issue recorded on exclusion log and CPOMS	-Sent to the Head -Permanent exclusion (referral to Police if legally required) -Parent meeting and letter to parents Issue recorded on exclusion log and CPOMS

Example of Behaviour (not exhaustive)		-Inconsiderate behaviour -Calling out -Ignoring instructions -Silly noises -Pushing in the line -Talking in prayers -Running in the corridor -Being argumentative -Lack of equipment -Late for lessons - poor attitude to study -Not doing homework -Interruption of other pupils -Slow work rate (related to class disruption) -Shouting out in class	-Repeat of Level 1 -Persistent talking over teacher -Lack of cooperation -Arguing with staff -Rudeness -Cheating in class -Attention seeking at the expense of others -Teasing -Throwing small objects -Rough play -Inappropriate language - persistently poor attitude to study even after warnings -Not doing homework two times in a row - lying or being deceitful without malice or the intention to cause harm to others	-Persistent repeat of Level 2 -Failure to attend a lunch time detention -Poor report card -Fighting and aggressive behaviour -Social media infringements -Inappropriate Cultural comments -Banter or Bullying behaviour -Intentionally lying to a member of staff - malicious lying with the intention of causing harm to others	-Repeat of Level 3 -Poor behaviour in -school -Persistent Bullying -Child on child abuse -Bringing the school's name into disrepute. -Major breaches of discipline may include physical assault, deliberate damage to property, stealing, leaving school premises without permission, verbal and or racial abuse, refusal to work and disruptive behaviour in class.	-Repeat of Level 4 Behaviour -Behaviour that endangers other pupils, staff or visitors -Behaviour that involves illegal activity -Persistent defiant and disruptive behaviour after failed intervention strategies

6.1.3: For further information regarding the Pre-Prep Zone Board please see the Form Tutor or Head of Pre-Prep.

6.1.4 If a child is repeatedly receiving Level 1s or Level 2s, a virtual behaviour support card, with clearly defined targets, may be used in order to monitor and support a return to positive behaviour.

6.2 When a breach of discipline occurs that would necessitate a response from parents, a member of the Senior Leadership Team should invite them in to discuss matters, and to explain the reasoning of the school's choice of sanctions. If parents want to appeal, then the matter should be passed to the CEO of the Radley Schools Group, who will seek to mediate.

6.3 Serious cases of poor behaviour could lead to exclusion. In such cases, the return of the pupil would only be effected after a second interview both with the child and their parents. Agreements must be sought as to how to best deal with their return, and also what measure might be taken should such

incidents occur again - e.g. permanent exclusion. Once again, should they wish to, parents might appeal to the Radley Schools Group (for more details of this, please refer to Radley Schools Group's complaints procedure).

6.4 The Head will, in consultation with the SLT (and the CEO of Radley Schools Group if deemed necessary), consider permanent exclusion as the ultimate sanction. Permanent exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. While the education and best interests of individual children are of huge importance, the welfare, safety and happiness of the whole school community is paramount and takes precedence. Any child who is permanently excluded will be offered support and, if necessary, counselling.

7. Bullying

7.1 Kitebrook Preparatory School recognises the impact that bullying has on the mental health and self-esteem of pupils and has measures in place to prevent bullying and cyber-bullying. Bullying is defined as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' Bullying can take place in the forms of physical, verbal, covert, cyber or alienation and can be prejudice based or discriminatory.

7.2 Staff and pupils reinforce that bullying is not acceptable through courageous reporting, following anti-bullying protocol, working with Year 8 pupil leadership and open conversations with peers and colleagues.

7.3 Our Relationships, Health and Citizenship (RHC) Curriculum as part of our wider Wellbeing programme has explicit lessons around recognising and challenging bullying, respecting others, celebrating differences and acceptance.

7.4 Please refer to the Anti-Bullying Policy for further information.

8. Searching Pupils and Reasonable Use of Force:

8.1 **Searching Pupils:** School staff may search day and boarding pupils, with their permission, for any item that is deemed inappropriate to have in school including electronics (phones, iPads, etc), tuck and money, or any item thought to be stolen or belonging to another child.

8.2 In certain circumstances (such as full boarders etc) there may be the situation that a pupil will require access to a mobile phone. If this is the case, the pupil's mobile phone should be handed into the Houseparent (If the pupil is a boarder) or to the Receptionist (if a day pupil).

8.3 The Head, and staff authorised by the Head, have the power to search pupils (day and boarding) or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs or stolen items. The school will not normally conduct a 'without consent search' but will contact the child's parents instead. The use of this power will therefore be an absolute last resort.

8.4 **Use of reasonable force:** All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom or boarding house. Staff are trained in the use of reasonable force.

8.5 The Head should be informed of any incident that has led to the use of these powers, which will be recorded.

8.6 If the need arises, the Police will be informed of an incident. This will be decided on by the Head in liaison with the Chief Executive Officer of Radley Schools Group. Corporal punishment is not permitted and is an illegal offence.

9 Confiscation

9.1 If an item of pupil's property is being used inappropriately, or at an inappropriate time, staff have the right to confiscate it. It should be kept safe until an agreed time (usually the end of the day) at which time the pupil may come and ask for it to be returned to them. An item of particular value (such as a mobile phone) should be given to the Deputy Head (Pastoral) and a return is to be arranged with the parents.

10. Year 8 Responsibilities

10.1 Pupils in the Senior section of the school aspire to hold a position of responsibility - it is perceived as an honour. The Year 8 pupils hold certain leadership roles and responsibilities and perform certain duties, these include tours of the school for prospective parents. All Year 8 pupils have the opportunity of holding a leadership position, these pupils act as role models and guide other pupils in modifying behaviour.

11. Before and After School Care

11.1 The same high standards of behaviour are expected and encouraged from all children who attend before and after school care. Children have a nourishing choice of food available to them, both hot and cold, and particular attention is paid to table manners whilst eating.

11.2 Should a child's behaviour fall below expectations, the incident will be handled within the bounds of this policy. Persistent poor behaviour will be reported to the Head.

12. Liaison with parents and other agencies

12.1 A culture of professional respect is expected within the school and between the school and parents, enabling the pupils to learn good behaviour. Parents are made aware of the rewards and sanctions in place. However there are occasions when a query from a parent concerning sanctions needs to be resolved. Parents are encouraged to bring these concerns to the attention of the school. The issues are resolved within 24 hours or a holding email is sent by the member of staff until the issues can be investigated.

12.2 On a daily basis Parent/School communication goes through Homework (Prep) diaries (This does not apply to EYFS, where staff will call home or hold face-to-face conversations). Face to face conversations with parents are encouraged at times of the day when they will not hinder the daily routine for the class. Phone calls and particularly emails are used for effective and efficient parental communication. Please note that the staff will endeavour to reply to emails within a 24 hour period (within working hours).

12.3 As a school based on Christian values, some of our Prayers speakers are priests and pastors from neighbouring churches, with whom we have good relations. We also recognise other faiths and cultures and celebrate Sikh, Hindu, Jewish, Muslim and other important religious dates in the calendar.

13. Managing pupil transition

13.1 There are effective transition strategies between Pre-Prep, Middle and Seniors. Staff communicate regularly through each year, in advance of and after transition. Parents are invited to

information meetings at the start of year to guide them through the more significant changes in the pupil's school life. The Year 8 Form Tutors, SENDCo, Deputy Head (Pastoral), the Next Steps Coordinator and the Head communicate with Senior schools during transition to brief them on pupils' pastoral and academic matters. This may also include the SENDCo meeting with the Senior School's SENCO to discuss pupils with learning support needs, or the Deputy Head pastoral in the case of other behaviour concerns. Information is also transferred electronically. There is effective and efficient transfer of information to other schools, to which pupils' transfer.

14. Terms and Conditions

14.1 The 'Behaviour and Discipline' section of Radley Schools Group Terms and Conditions document, signed by parents when they accept a place for their child, is printed below for ease of reference:

14.2 **School Regime:** The Parents accept that the School will be run in accordance with the authorities delegated by the **Trustees** to the Head. The Head is entitled to exercise a wide discretion in relation to the School's policies, rules and regime and will exercise those discretions in a reasonable and lawful manner, and with procedural fairness when the status of a pupil is at issue.

14.3 **Conduct and Attendance:** We attach importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. Parents warrant that the pupil will take a full part in the activities of the School, will attend each school day, will be punctual, will work hard, will be well-behaved and will comply with the School Rules about the wearing of uniform.

14.4 **School Rules:** The School Rules and Regulations which apply are set out in the Kitebrook Preparatory Code of Conduct and other documents published from time to time. Parents and pupils have an opportunity on request to see the Kitebrook Code of Conduct before they accept the offer of a place.

14.5 **School Discipline:** The Parents hereby confirm that they accept the authority of the Head and of other members of staff on the Head's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the school community as a whole. The School's Behaviour, Rewards & Sanctions policy, which is current at the time, applies to all pupils when they are on school premises, or in the care of the School, or wearing school uniform, or otherwise representing or associated with the School.

14.6 **Investigative Action:** A complaint or rumour of misconduct against either staff or pupils will be investigated. Disciplinary action may result if malicious accusations against staff are made by a pupil. A pupil/staff may be questioned and his/her belongings may be searched in appropriate circumstances. All reasonable care will be taken to protect the pupil's/staff's human rights and freedoms and to ensure that his/her Parents are informed as soon as possible and that the pupil is accompanied and assisted by a parent or a teacher of the pupil's choice.

14.7 **Procedural Fairness:** Investigation of a complaint which could lead to expulsion, removal or withdrawal of the pupil in any of the circumstances explained below shall be carried out in a fair and unbiased manner. All reasonable efforts will be made to notify the parents or education guardian so that they can attend a meeting with the Head before a decision is taken in such a case. In the absence of a parent or an education guardian, the pupil will be assisted by an adult (usually a teacher) of his/her choice.

14.8 **Divulging Information:** The School and its staff shall not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Head has acquired during an investigation.

14.9 **Terminology:** In these Terms and Conditions "**Suspension**" means that a pupil has been sent or

released home for a limited period either as a disciplinary sanction or pending the outcome of an investigation or a Trustees' Review. "**Withdrawal**" means that the parents have withdrawn the pupil from the School. "**Exclusion**" means that the pupil may not return to School until arrears of Fees have been paid. "**Expulsion**" and "**Removal**" mean that the pupil has been required to leave ("asked to leave") the School permanently in the circumstances described below. "**Released home**" means that the Head has consented to the pupil being away from school for a specified period.

14.10 **Discipline:** The School's current policies on behaviour and sanctions are available to parents on request before they accept the offer of a place. These policies may undergo reasonable change from time to time but will not authorise any form of unlawful activity. Discipline may include a requirement to undertake menial but not degrading tasks on behalf of the school, detention for a reasonable period, withdrawal of privileges, suspension, or alternatively being removed or expelled.

14.11 **Expulsion:** A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of school discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases.

14.12 **Fees after Expulsion:** If the pupil is expelled, there will be no refund of the Acceptance Deposit or of Fees for the current or past terms and the unspent balance of any lump sum prepayment will be refunded without interest. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the School will be payable.

14.13 **Removal in other Circumstances:** Parents may be required, during or at the end of a term, to remove the pupil, temporarily or permanently from the School, or from boarding, if, after consultation with a parent, the Head is of the opinion that the pupil's conduct or progress has been unsatisfactory, or if the pupil, in the judgement of the Head, is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School.

14.14 The Head may in their discretion require you to remove or may suspend or expel your child if the behaviour of you is, in the opinion of the Head, unreasonable and affects or is likely to affect adversely the child's or other children's progress at the School or the well-being of School staff or to bring the School into disrepute.

14.15 In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The Head shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupil and parents as well as those of the school.

14.16 **Fees Following Removal:** If the pupil is removed in the circumstances described above, the rules relating to Fees and Deposit shall be the same as for expulsion save that the deposit will be refunded in full without interest.

14.17 **Leaving Status:** The expression "leaving status" has reference to whether the pupil has been expelled, removed or withdrawn, and to the record which will be entered in to the pupil's file as to the reason for his/her leaving, and the pupil's status as a leaver, and the transfer of the pupil's work to another educational establishment and to the nature of the reference which will be given in respect of the pupil, and also to the financial aspects of the pupil's leaving. These and any other relevant matters of leaving status will be discussed by the Head with the parents and, where appropriate with the pupil, at the time of the Head's decision.

14.18 **Trustees' Review:** Parents may ask for a Trustees' Review of a decision to expel or require the removal of a pupil from the School (but not a decision to suspend a Pupil). The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. Parents will be entitled to know the names of the Trustees who make up the Review Panel and may ask

for the appointment of an independent panel member nominated by the School and approved by the parent (approval not to be unreasonably withheld).

14.19 **Review Procedure:** The Head will advise the parents of the procedure (current at that time) under which such a review will be conducted by a panel of up to three Trustees (including an independent member if requested). If parents request a Trustees' Review, the pupil will be suspended from School until the decision to expel or remove has been set aside or upheld. While suspended, the pupil shall remain away from School and will have no right to enter school premises during that time without written permission from the Head.

15. In Conclusion

15.1 Our approach to behaviour management at Kitebrook is one of behaviour modification, rather than sanction. Sanctions are seen as a last resort and are part of our process of monitoring and dealing with pupil behaviour.