



CODE OF CONDUCT: PREP SCHOOL

This policy applies across the Prep School including the Early Years. It should be read in conjunction with the Anti-bullying, Behaviour, Complaints, Exclusion, Trips and Wet Lunch policies.

As a school conducted in the educational tradition of the Brothers of the Sacred Heart, St Columba's College promotes respect of authority, respect of fellow students, and self-respect. The school advocates a discipline that is respectful of the dignity of the individual, is consistent and fair, and is based on a relationship of mutual trust and cooperation. Students grow in self-discipline as they grow in understanding themselves and in learning to respect others.

Policy owner: Pastoral Deputy of Prep
Date reviewed: May 2026
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Ratify by governors: No

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Section 1 Introduction

As a Catholic and Christian College, we wish to set the highest standards of personal and social morality. Exemplary conduct receives affirmation; where standards fall short the process of discipline blends correction with encouragement. Those who offend are urged to learn from mistakes, whether derived of carelessness or bad judgement. Our policy, therefore, is to be firm and resolute, but also supportive and understanding. The Code of Conduct gives clear guidelines, but the merits of each case are carefully considered before outcomes are decided.

Since human freedom is a vital aspect of the Christian message, we believe that pupils should be formed with appropriate levels of freedom, rights and responsibility. Such good behaviour is demanded as an expectation of being a member of the College, and it is modelled by example through the professionalism of the staff and by the pupils' example to one another. A realistic attitude towards pupil freedom implies adult supervision and a clear expression of limits. Pupils are educated to distinguish right from wrong and, from this firm moral foundation, to respect the civil and criminal law of England.

Pupils must be aware that irresponsible behaviour, social or academic, leads to sanctions. Staff may request the assistance of parents, Key Stage Leads, Counsellor, Deputy Heads or Head of Prep as necessary to maintain an orderly atmosphere at the College.

All staff are expected to apply this policy consistently, fairly and in accordance with the school's values and expectations. In doing so, staff are also expected to exercise professional judgement taking into account the individual circumstances of the pupil alongside safety and wellbeing of the wider College community. The College is committed to fostering an inclusive, respectful and supportive environment in which all members of the school community are valued equally. In accordance with the Equality Act 2010, the school does not tolerate discrimination, harassment or victimisation, related to any protected characteristic. Staff will take appropriate steps to support pupils who may be vulnerable to discrimination or prejudice and to educate pupils in understanding, tolerance and respect for others.

Staff continue to be a presence to the pupils throughout the day, before school, in transit between classes, during breaks and lunch periods and at events to ensure that pupils continue to be respectful and balanced in their behaviour. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority. Where appropriate, support is sought from external agencies offering expert advice.

Parents are contacted regarding their child's behaviour, positive as well as worthy of correction, as quickly as possible using the most suitable medium according to the behaviour and reward response guidance for staff: in person, by telephone, personal email or standard emails for more immediate communication of issues. In this way

parents can continue to promote and support the positive standards required of their children.

The school recognises that behaviour is a form of communication and that some pupils may experience difficulties linked to Autism, ADHD, Speech and Language needs, sensory processing differences, attachment needs, trauma or social, emotional and mental health difficulties. The college is committed to understanding the reasons behind behaviour and will always seek to consider what a pupil may be communicating through their behaviour before deciding upon an appropriate response or sanction. Staff will consider whether behaviour may indicate unmet needs, difficulties with communication, anxiety, sensory overload, frustration or barriers to learning and participation. Through a supportive and reflective approach, the school aims to identify underlying needs, provide support and reasonable adjustments and help pupils develop self-regulation, positive relationships and successful engagement with school life. The school will make reasonable adjustments to policies, routines, sanctions and support systems where appropriate to ensure pupils with SEND are not placed at a substantial disadvantage compared with their peers. Behaviour support strategies will be individualised where required and may include adapted expectations, movement breaks, pastoral intervention, regulation support, risk assessments or personalised behaviour plans. The school takes all reasonable measures to ensure the safety and wellbeing of all pupils and staff, including protection from bullying. We have a firm anti-bullying stance and seek to combat it and other harmful behaviour using, amongst others, preventative strategies through the active development of pupil' social, emotional and behavioural education.

Aims

1. To develop a whole school behaviour policy, supported and followed by the whole school community, parents, teachers, pupils and governors, based on a sense of community and shared values.
2. By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
3. To teach via the school curriculum values and attitudes as well as knowledge and skills. This promotes responsible behaviour, encourages self-discipline and nurtures in children a respect for themselves, other people and property, so that all may fulfil their potential, academic, sporting, cultural, aesthetic, social and spiritual, both as individuals and as co-operative members of a community.
4. To encourage good behaviour, rather than to simply punish bad behaviour, by providing a range of rewards for pupils of all ages and ability.
5. To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that follow.
6. To treat problems as they occur in a caring and sympathetic manner in the hope of achieving improvement in behaviour.

Pupils

The College expects all its pupils to show respect to one another, to staff whatever their level of responsibility or role, and to any visitor to the College. Incidents of bullying, physical intimidation, denigration, or bringing intentional harm to other pupils or staff are not tolerated.

All pupils are required to act as role models to others and ambassadors of the school, even when off school premises. Each is expected to take responsibility for his or her own behaviour, obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions received. This extends to any arrangements in place to support their behaviour, such as pastoral support programmes/contracts or agreements.

Academic work both in class and as homework must be well presented and completed on time, to a high standard and to an individual's best standard. Failure to do so leads to sanction. Pupils who are experiencing difficulties in meeting expectations and organising their workload are required to seek support from their form tutor.

Poor behaviour results in disciplinary action, including exclusion, depending on the circumstances and the determination of the Head of Prep (see our Exclusion Policy).

Parents

Parents play a significant role in ensuring that their children are responsible for their own behaviour in school. The Code of Conduct outlines the school's expectations in detail. When children enter the school, their parents agree to support the school's behaviour policy and the authority of staff by signing the Registration and General Information form.

We expect parents to contact staff with their concerns about progress and welfare, to attend meetings at the school with staff or the Prep Leadership Team to discuss behavioural matters and to adhere to any agreements related to behaviour management.

Confidentiality

The welfare of our pupils, is always our central concern, informed by the School's Mission Statement and by legal requirements. Pupils are actively encouraged to raise personal and general concerns with members of staff and seek advice in confidence. However, such discussions, whilst remaining confidential, must take into account a full appreciation of our duty of care. This means that information may have to be shared with senior members of staff or parents on a need-to-know basis, not as a breach but as an extension of a confidence given. This applies if there is a risk of individuals becoming a danger to themselves or others. In such a situation a pupil is counselled, and if possible persuaded, that it is desirable for a confidence to be shared with others.

The school Counsellor has a particular role in being available to all members of the community to offer confidential counselling.

Section 2 Rules

College Rules

All pupils are expected to understand that the following always apply:

- a. being punctual.
- b. appearing smart and tidy, wearing regulatory school uniform at all times to and from school, and being appropriately dressed in regulatory kit when representing the school.
- c. using language which is not rude, derogatory, racist or defamatory.
- d. being considerate, polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- e. ensuring appropriate conduct whilst travelling about the school: walking along hallways and corridors, being considerate of other classes; talking rather than shouting;
- f. caring for the school environment by ensuring tidiness and being respectful of the fabric of the buildings and property contained within them;
- g. full attendance (apart from illness and special circumstances)
- h. health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

follow instructions from staff

The following items/activities are not allowed in school under any circumstances:

- Weapons (of any kind, including articles with the potential to cause harm)
- Alcohol and drugs
- Cigarettes, matches, and lighters
- Material that is inappropriate or illegal; such as racist or pornographic material
- Clothing or badges (logos etc.) which may cause offence
- Fireworks
- Laser pens (lights)
- Chewing gum
- Gambling
- Selling or swapping products or services
- Aerosol deodorant

RULE 1

Pupils must learn the Prep School rules and understand the rewards and sanctions which can apply.

A full copy of the Code of Conduct is issued to all staff and governors and is available on the school website. Parents may request a personal copy of the Code of Conduct at any time, but only once during any academic year in which their child is in the Prep School.

School rules are visible around school, reinforced by teachers, Key Stage Leads and PLT through lessons and assemblies. Parents are updated to rules through staff communications, briefings and regular communications.

Appeals and Complaints

Parents/guardians have the right to appeal on behalf of their child when unhappy with disciplinary decisions or complain if they feel there is an issue. It is hoped that such appeals and complaints would resolve the issue with appropriate speed and satisfaction. However, if the matter is deemed more serious or is not resolved to mutual satisfaction, then it should be referred to the Head of Prep. If the matter still remains unresolved it may be referred to the Head of College and onto the Governors as required.

The College Complaints Policy provides information for parents on how to proceed if they remain unsatisfied and can be found on the College website.

RULE 2

Pupils must treat others as they would expect to be treated: other pupils, staff, and members of the public. Good manners should prevail in all circumstances.

General Manner and Attitude

- 2.1 Pupils should demonstrate courtesy, good manners and good sense at all times.
- 2.2 Pupils are required to attend religious services and in their manner and attitudes, respect the beliefs and traditions of the school as a Roman Catholic institution.
- 2.3 Pupils are expected to show a positive spirit. This means support of the community, especially support of extra-curricular activities, sports, and wider school events.
- 2.4 Pupils are expected to move around the school in a safe and appropriate manner, remaining to the left to allow flow of people.
- 2.5 Pupils behave in a mature manner at all school events. Appreciation at events can be shown through appropriate applause or support.
- 2.6 All pupils should see themselves as hosts to all our visitors. Welcome visitors and be helpful and courteous.
- 2.7 Bullying, to include victimisation in any form, is not acceptable (see Anti Bullying Policy).
- 2.8 Incidents of bullying should be reported by the victim or by others. Pupils have a responsibility to report any bullying incident. To ignore such incidents is to countenance them.
- 2.9 Resorting to physical violence to resolve a dispute or for some other reason is not acceptable behaviour in a school context, nor is encouraging or provoking others to resort to violence. School contexts include organised school events, and journeys to and from school.
- 2.10 Pupils are expected to co-operate and make a positive response to reasonable requests from teachers, other adult members of the community or prefects.

Speech/Conduct

- 2.11 Foul and offensive language is unacceptable. Unkind comments about personal characteristics, race, religion or any homophobic terms are also unacceptable.
- 2.12 Pupils are required to address all members of the school community in a correct and respectful fashion to include support and ancillary staff.

- 2.13 Offensive conduct such as spitting or vulgar gesturing is unacceptable.

Classroom expectations and Routines

- 2.14 Pupils are to approach all classwork in a committed and positive manner, whether in a standard class or one covered by another member of staff due to absence.
- 2.15 Pupils are not to disrupt the teaching and learning of others by misbehaving.
- 2.16 Pupils who fail to comply with teachers' expectations can be moved from the class to an adjoining class which another member of staff is teaching. The matter is then referred to the Pastoral Deputy Head at the next convenient opportunity. Pupils should never be removed from a class to an unsupervised position.

Classroom Routines

- 2.17 Pupils enter the classroom following staff instructions.
- 2.18 At the end of the lesson, when instructed, pupils lift and place their chair behind the desk and stand behind the chair, checking that their area is left ready for the next person.
- 2.19 On the teacher's signal, pupils leave the room slowly, quietly and calmly. In some cases, pupils may be asked to move in line order.

Eating

- 2.20 Good table manners are expected in the dining room. Once finished eating, all pupils return trays, use bins provided and ensure their area is left tidy.
- 2.21 Pupils may eat or drink on the school playground only before the start of the school day and during the morning break and must use the litter bins provided. All breaktime snacks must adhere to the school rules on healthy eating. No crisps, no chocolate bars unless predominantly biscuit, and no sweets.
- 2.22 Chewing gum is not allowed.
- 2.23 Pupils are not allowed to buy from or sell to one another foodstuffs, drinks or confectionery.
- 2.24 Litter must be placed in bins. Pupils are to pick up litter as a matter of course, but especially when requested to do so.

Punctuality

- 2.25 Absence from class or events must be notified to staff in advance, except in the case of illness. (See Rule 5 for detailed information on absences).
- 2.26 Pupils must move without delay from one class to another. If returning from music lessons, medical appointments, or other activities which disrupt lessons, they must return with all due speed.
- 2.27 All tasks, including academic assignments, must be completed on time and to the pupils' best ability.

Trips/Outings (see Trips Policy)

- 2.28 All expectations remain as when in the school building. Pupils are to represent the school in a positive manner.

- 2.29 Dress shall be as directed by the organiser of the outing: school uniform or smart casual. Those inappropriately dressed may be turned away.
- 2.30 Special instructions, e.g. concerning bounds, timings or curfews, on field trips are to be adhered to.

RULE 3

Pupils must respect others and their property; this includes respect for the property and buildings of the school.

Pupils are expected in their dealings with other members of the community to conduct themselves in an open and honest manner. Failure to do so, attempting to avoid blame, could well result in a more severe punishment.

Personal Property

The College accepts no liability for the loss or damage of personal property and belongings whilst in school.

- 3.1 Pupils should safeguard their property travelling to and from school and at school. Using their school bags and storage spaces wisely will avert the loss of property.
- 3.2 Pupils should not bring to school items which could be viewed as offensive weapons; this includes water pistols, laser pens or fake weapons.
- 3.3 Belongings: pupils should be especially careful of calculators, money and watches. The school recommends that all watches are left at home. Expensive electronics are not to be brought to school. Mobile phones may only be used with given permission, and the phones must be stored in the front office during school hours.
- 3.4 Money: pupils are strongly advised not to bring large amounts of money to school. However, should they do so, they are to lodge this with the Prep office for safekeeping until it is required.
- 3.5 During Games and Physical Education lessons all items of value must be handed in to staff for safekeeping.
- 3.6 Valuables and money should not be left in jackets unattended whilst playing games at break or lunch times.
- 3.7 Stealing or damaging property belonging to any other member of the school community is a serious offence against school rules. Persons responsible for such infringements will be required to compensate for the damage or loss.
- 3.8 Borrowing items or money from other people without their express permission is forbidden. If there is no evidence that the property was to be returned to the owner, such borrowing will be considered as theft.
- 3.9 Pupils may not borrow or remove any property belonging to the school without the express approval of the relevant member of staff.
- 3.10 Pupils may not buy, sell, borrow or swap any items between themselves in school or at any school related function.

Confiscation of Property:

- 3.11 Members of staff may confiscate from a pupil any item regarded as inappropriate, or which is being inappropriately used. Such items will be passed

to the pupil's tutor or member of the Prep Leadership Team to whom the pupil should report at the end of the day, either to have the item returned or to be given the conditions of its return.

Searches & Screening

- 3.12 Staff have the power to search pupils and their possession if believed they have prohibited items or items with the intention to break school rules.
- 3.13 Although searches mainly take place with consent, authorised staff have the power to search pupils and their belongings without the pupil's or parent's consent if there is reason to believe they have a prohibited item. Pupil searches must be carried out by a staff member of the same gender only and be witnessed by a second member of staff. Parents will always be informed if a search has taken place.
- 3.14 Staff may access pupils' mobile phones and internet enabled devices when brought into school if it is suspected that what is stored has been or may be used, to cause harm, undermine the safe school environment, disrupt teaching or be used to commit an offence.

Damage/Breakage/Vandalism/Litter

- 3.15 Pupils are expected to take pride in the College, its surroundings, furniture and equipment. Deliberate damage to school property is not tolerated.
- 3.16 Pupils must report damages to their tutor immediately when they occur. Failure to do so undermines future trust.
- 3.17 Accidental breakages are generally absorbed by the fees. Breakages resulting from inappropriate behaviour, however, are the responsibility of the pupils involved.
- 3.18 Pupils must not destroy or deface property.
- 3.19 Pupils must not deface or interfere with the work of other pupils. Pupils must not deface their own property to include all exercise pads and Diaries.
- 3.20 Pupils must not drop or throw litter.

RULE 4

Pupils must always wear their uniform correctly and be neat and clean.

We expect all our pupils to take pride in their appearance in support of the school ethos.

We expect every pupil to have all items of necessary school uniform and games kit. All pupils have a responsibility to ensure that clothes and sports kit are kept clean and in good repair. It is essential that all clothing and possessions must be clearly marked with the owner's name. School uniform and games kit should not be lent to other pupils on any account.

School Dress

- 4.1 The school uniform must be properly worn at all times, including while the pupil is travelling to and from school; this includes when games fixtures and practices are completed. The tie is to be in place, and the shirt must be buttoned and tucked in.
- 4.2 Pupils may wear regulation pullovers, scarves, overcoats, and raincoats when the weather requires their use. Upper Prep pullovers must be V-neck in style and black. Scarves must be black, and overcoats and raincoats must be black, without logos. Leather jackets are not allowed. When weather demands pupils may use plain black headwear or plain white baseball caps in the summer. These may be obtained from the school outfitters, Stevensons.
- 4.3 Pupils are expected to wear school uniform at all formal school occasions and for educational trips unless directed otherwise.
In exceptionally warm weather, rules on uniform may be relaxed. Any such change is notified by the Pastoral Deputy Head.
- 4.4 Mufti days (non-uniform days). Pupils are to attend school in appropriate clothing and wear nothing that might cause offence.

Hair Styles

- 4.5 Hair should be clean, neat, safe and appropriate for the school environment. Where hair reaches the shoulders, it should be tied back at all times at school. The college recognises and respects cultural, religious and ethnic diversity and will not discriminate against hairstyles associated with a pupil's race, ethnicity, culture, religion or protected characteristics.

Jewellery

- 4.6 Rings, medals, chains, bracelets, badges are not permitted. It is advised not to wear expensive wristwatches to school. Single stud earrings are permitted.
- 4.7 Sunglasses may be worn in school only as a result of confirmation of the need to do so by a note from a doctor/optician. These requests must be made in writing to the Head of Prep.
- 4.8 Body painting, tattoos and body piercing are also forbidden.

RULE 5

Pupils must respect bounds and rules of access to school buildings. All absences must conform to agreed practice.

- 5.1 Pupils are asked not to arrive at school before 8:00am or to be on the premises after 3:45pm, unless they are involved in an organised school activity, or the Deputy Head is notified of their presence in the school.
- 5.2 Pupils are to be on campus throughout the school day between 8:00am and 3:30pm unless their absence conforms to regulations detailed below.
- 5.3 Pupils arriving by coach are to enter the school from Westminster Lodge Car Park, not loiter in the car park, and walk to the playground along the tarmac path. They are not to walk on the grass. They are to return to coaches by the same route.
- 5.4 All pupils arriving in school in the morning are to remain in tutor room (LP), playground (UP) or in an organised activity. Pupils may only leave the playground

- to see a member of staff or go to the toilet with permission from the staff member on duty.
- 5.5 No pupils may enter or leave the building through the main front door entrance unless accompanied by a teacher or by their parents/guardian.
- 5.6 For reasons of safety and good order, the buildings are out of bounds at break and lunchtimes. Pupils may not enter unless given permission by the member of staff on duty.
- 5.7 During break and lunchtime, pupils who are on the playground must stay within the bounds of the fencing. If a ball goes out of bounds the pupil must seek permission and supervision from one of the duty teachers to retrieve the ball. Pupils are expected to use the toilet facilities responsibly during breaks and not visit them on the way to class so causing lateness.
- In the event of inclement weather, the whole school will follow Wet Lunch Procedure, which involves everyone in the school community. Any class- based activities are cancelled on such a day.
- 5.8 In the dining room, pupils queue in an orderly fashion for lunch, when called. Trays must be returned after use and all litter placed in bins. Overcoats must be removed when eating. Pupils must not leave the dining room without permission from the teacher on duty to avoid rushing their food.

Absence

Regular attendance at school is required by law, and St Columba's College takes attendance very seriously. There are two registers taken daily and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late.

- 5.9 Pupils are to be absent from school only with the formal knowledge of parents and agreement with the school.
- 5.10 When pupils are unable to come to school owing to sickness, a parent/guardian is asked to contact the school by telephone, email or the Edulink portal before 8:30am to give formal notice. Written confirmation that an absence resulting from a genuine reason is required as soon as this is reasonably possible.

Appointments

- 5.11 When absence is foreseen for medical appointments, advance notice should be given by the parent or guardian in writing via the absence request form.
- 5.12 When appointments necessitate departure during the school day, the office will notify the teacher of the lesson during which the pupil will depart. The pupil should then meet the parent in the school office, where the pupil must be signed out. Pupils should be signed again if the pupil returns to school that day.

- 5.13 Advance notice must be given to a teacher of any internal, pre-arranged appointment, meaning a class will be missed or partially missed. For non-urgent appointments involving school business alone, a teacher may decline permission if this conflicts with work which needs to take precedence. If a pupil needs to leave during a class, he/she is to remind the teacher at the start of the lesson.

Illness

- 5.14 In the event of illness during class, the teacher sends the sick pupil, accompanied by another member of the group, to the School Office to inform the secretary that they are to visit the school nurse. If it is not a lesson time the sick pupil should report to the teacher on duty, who will appoint another pupil to accompany him or her to the secretary and then to the nurse. In all cases the secretary will first ascertain whether the nurse is in the office. If the nurse is not in the medical room, the school secretary will contact the nurse, who will arrive as soon as possible.

Family Holidays

- 5.15 Absence in connection with family events or holidays should be avoided, but if it is regarded as essential parents are required to make a written request to the Head of Prep who will judge if the absence is authorised or unauthorised.

Departure during the day/lateness

- 5.16 Pupils who leave the premises during the school day are to meet their parent/guardian in the school office. The office is also to be informed when they return. The electronic record must be completed on departure and on return.
- 5.17 Should pupils be late for morning registration, they must report to the school secretary to be formally entered in the school register for that day.

School trips or activities (see Trips Policy)

- 5.18 Parents give consent for pupils to be involved in all outings and school activities as when signing the consent section of the annual registration form. If the trip is scheduled to start or end outside normal school hours, then a letter, detailing permission will be issued to the parents of the pupils concerned and the pupils will only be able to attend if permission has been given satisfactorily.
- 5.19 Pupils should follow carefully all instructions concerning out of class activities; these include games fixtures and practices, trips and other school activities. Relevant details should be recorded in the school diary by the pupil.
- 5.20 Expectations remain the same as if pupils are in the school environment.
- 5.21 Dress shall be as directed by the organiser of the outing; school uniform or smart casual. Those inappropriately dressed may be turned away.
- 5.22 Special instructions, e.g. concerning bounds or curfews, on day outings or residential trips are to be scrupulously observed.

RULE 6

Pupils must be punctual for all scheduled classes and associated activities, including sporting fixtures and cultural and religious events.

- 6.1 Pupils are to stand still when the whistle is blown on the playground. They will be asked to line up and enter the school one year after another and must make their way to class as quickly as possible for the morning registration.
- 6.2 Pupils must be punctual for all registrations, lessons, detentions, activities and events. Pupils should always proceed immediately from one lesson to the next ensuring they have all the books and relevant equipment needed. This includes the return from music lessons, medical appointments and other activities which affect lessons.
- 6.3 Except for prearranged appointments pupils should expect to be released from class by a teacher only in an emergency.
- 6.4 All who are selected to represent the Prep School in team games are expected to participate and attend notified fixtures unless deterred by ill health or by some other cause notified to the Pastoral Deputy Head in advance and agreed with him or her.
- 6.5 All pupils will attend religious assemblies, masses, other liturgies, and retreats.
- 6.6 It is essential that all members of outings/teams are ready to leave at the stated time of departure.

RULE 7

Pupils must complete all written exercises and assignments to a standard appropriate to their ability and meet deadlines set.

- 7.1 Pupils are expected to work to achieve their own highest standards.
- 7.2 All must strive to participate fully in classwork and discussion.
- 7.3 All individual assignments must be the pupil's own work. Consultation and collaboration may be allowed. Prep School pupils are taught how to use various sources of reference and how to summarise these sources using their own words.
- 7.4 Teachers expect pupils to approach them with difficulties and let them know when they have worries or do not understand.
- 7.5 Pupils are responsible for bringing the correct equipment to each class; this includes completed homework/preparation.
- 7.6 Assignments must be completed by deadlines set and to the standard expected. Whenever possible, pupils should give advance notice with adequate explanation to a teacher when work cannot be completed by the deadline set. A supporting note from a parent is often required where there is genuine difficulty. If homework is not completed on time and there is no satisfactory excuse, the work can be completed in the Learning Hub and will have to be presented the following day. Personal or Pastoral detentions will be issued for failure to complete homework as expected.
- 7.7 Involvement in extra-curricular activities is not acceptable as an excuse for failing to complete academic work.

- 7.8 Written work is to be carried out legibly, correctly headed, carefully presented and due attention paid to punctuation, spelling and grammar. Books, including exercise books, are not to be defaced.
- 7.9 If pupils know in advance that they will miss a lesson, other than for an organised school event, they should inform the teacher concerned. They will, in any event, be expected to catch up on missed work. Special consideration is given for ill health.
- 7.10 Each pupil in Upper Prep is required to keep track of work set, with the support of Teams, which also allows parental support. Communication between school and home is encouraged to support pupils in completing home learning.
- 7.11 Copying material from electronic sources then presenting it as a response to an assignment without significant selection, editing and personal interpretation to meet the question set is not regarded as fulfilling the obligation to that assignment.

Devices

- 7.12 Devices must only be used in direct connection with a pupil's learning and research at school or for other educational purposes permitted by the Head of Prep.
- 7.13 A pupil may not interfere with the work of others or with the systems provided.
- 7.14 The college recognises current government guidelines regarding children's access to social media and online platforms. Pupils in Prep should not access, use or create accounts for social media platforms or services above their age permitted rating. Parents / carers are strongly encouraged to support and monitor their child's safe and age-appropriate use of technology at home.
- 7.15 Where school becomes aware that inappropriate use of technology is having a negative impact on a pupil, other members of the school community, safeguarding or wellbeing or the reputation of the College, the matter may be addressed under this policy, even when the activity has taken place outside of school hours or off site.
- 7.16 Cyber bullying is any form of bullying behaviour carried out through electronic or online means. This may include the use of mobile phones, email, social media, messaging platforms, gaming platforms or other technologies to threaten, intimidate, harass, exclude, humiliate, impersonate or deliberately upset another person. This is taken extremely seriously by the college and will be investigated and addressed accordingly.
- 7.17 Breaches of these regulations may result in a pupil having his/her access to the facilities withdrawn in the first instance.

RULE 8

Pupils must adhere to the rules of the school governing matters of health and safety.

Fire & Lockdown Drills

- 8.1 The Prep School has a fire procedure which is reviewed periodically. The Prep School has regular fire drills. There are copies of the procedures in each room

as well as signs indicating which exits to use in case of fire. These instructions must be read and followed swiftly and calmly if the alarm sounds.

Coach Travel

- 8.2 Pupils are to remain seated on assigned seats on coaches and not cause danger or annoyance to others. Instructions issued by the coach driver or coach monitors must be followed.
- 8.3 Pupils are required to wear seat belts while the coach is in transit.
- 8.4 Failure to adhere to expectations of conduct on coaches will result in pupils being withdrawn (temporary or permanently) from coach travel by withdrawal of the coach permit. Extreme cases may merit more serious sanctions.

Procedure when coaches are late

- 8.5 Should a coach be fifteen minutes late in arriving, the most senior pupil at the coach stop is to telephone the school to find out what might have prevented its arrival. At this point they may be directed to travel to school in a taxi. No pupil is to be left behind as a result of the organisation of taxis and pupils must travel in groups of two or more where this is feasible.
- 8.6 Pupils are not to automatically assume that because a coach fails to arrive in good time that they may return home. The above procedure must be followed.

Section 3 Rewards

Promoting Good Behaviour

An orderly and well-mannered atmosphere is an essential part of any learning environment. Pupils and adults have a right to expect standards of behaviour which allow teaching and learning to take place and make school a happy and secure place for all.

In the classroom

We aim for a calm working atmosphere in the classroom with pupils on task, speaking quietly, and moving sensibly around the room when necessary. We encourage an orderly classroom, where equipment is well looked after and pupils are respectful to those around them. This reflects on the pupils' attitudes and behaviour. Emphasis is placed on promoting positive behaviour via the rewards system. This raises the self-esteem of pupils both individually and as a group. It will reflect in the ethos of the class and the school.

Moving around the school

Pupils are encouraged at all times to move around the school in a sensible, quiet and orderly fashion. They are encouraged to walk at all times and are told of the dangers of running and jumping around the school. Unacceptable behaviour is challenged by all staff and dealt with immediately. Pupils are always given the opportunity to explain their behaviour. Pupils are encouraged to develop self-discipline at all times and to take care of others and the building.

In the playground

We aim is to encourage positive, friendly social interaction and the enjoyment of non-dangerous games. The Playground Promises are displayed and all pupils are expected to adhere to them.

Celebration of Personal Achievement/Attainment/Effort:

Performance is recognised in a variety of ways and given public profile at full School Assemblies with the awarding of weekly, termly and yearly house trophies. This may also involve individual recognition for academic, sporting, musical achievements and the like. There are also a variety of presentations made at the school's annual prizegiving in July.

House points

House points can be awarded to pupils by all members of staff for academic performance, effort, industry, general good behaviour, service to the school and such like. Upper Prep pupils receive a certificate in Awards Assembly (Bronze, Silver, Gold, Platinum, Diamond and Titanium) for achieving every 25 points.

Staff inform pupils when and why they have achieved a house point and record the point on SIMS. This enables tutors to keep track of achievement and informs discussions with the pupil. SIMS tracks the points so that certificates can be awarded in the following assembly.

Staff are asked to recognise that house points are awarded to enhance a pupil's performance in all areas of school life. Therefore, to award numerous house points to a pupil in one particular area, e.g. a single subject, might defeat this object. This does not mean that a pupil should be debarred from receiving an accumulation of house points in a particular area because of this, if they are warranted.

House points are awarded (although this is not meant to be prescriptive) for the reward of positive effort and achievement beyond what is recognised as the norm for the individual concerned and is therefore truly praiseworthy. For example, where a pupil has:

- excelled themselves, given his/her ability, through the effort expended on a task, despite the outcome of the work in terms of attainment.
- excelled themselves, given his/her ability, in producing a piece of work above his/her normal standard.
- continued to perform consistently in an academic area to the best of his/her ability over an extended period. A pupil may not have produced a piece of work which is markedly different in standard from all his/her others, but because he/she is consistent and has worked to his/her best, he/she merits the award.
- improved significantly in an area of study by his/her continued effort and industry.
- has by his/her attitude or actions in other spheres of school life provided good example to others, for instance:
 - * has shown good behaviour or example on his/her own initiative;
 - * has participated in charitable events and thus acted as an example to others;

- * has revealed through his/her attitude good sportsmanship, either through an individual incident or through consistent example;
- * has set a good example to others through dedication to a particular sporting activity or performed in a praiseworthy manner;
- * has participated in a school-related arts activity consistently or produced a notable piece of work or performance;
- * has by his/her actions provided good spirit of continued co-operation;
- * has by his/her actions rendered valuable service to the school.

Subject Awards & Super Student

Academic attainment and effort warranting greater acclaim than a house point will receive a subject specific or Super Student Award. Staff will add nominations, to be presented by the Subject Lead or Academic Deputy Head in an Awards Assembly each fortnight.

Coindre Qualities

Where work, behaviour or participation in a sphere of school life is of such quality that it deserves greater acclaim than a house point, a pupil's can be nominated for a Coindre Qualities Award. The Pastoral Deputy of Prep, on recommendation from a teacher, makes special mention of the pupil in Assembly and presents a certificate.

Head of Prep

One pupil selects one pupil to receive the certificate in each Awards Assembly and can be achieved through ongoing or one-off exceptional behaviours.

Section 4 Sanctions

The Prep School will do all in its power to investigate incidents which have a disciplinary aspect to them in order to ascertain who is culpable. However, experience indicates that it may prove impossible to form a totally clear picture of what has occurred when relying solely upon the hearsay evidence of pupils. As a result disciplinary decisions may have to be made on the basis of the weight of evidence. Adjustment to sanctions can be applied for individuals with specific learning or behavioural needs.

LOWER PREP

Any child who misbehaves or is disruptive is in the first instance reprimanded by their form teacher and may lose part or all of their collaboration time as a consequence. In some instances they may also be asked to miss part or all of their break time or lunchtime and stay by the teacher on duty instead.

If a child continues to behave poorly or be disruptive, their parents are notified informally by the child's form teacher. The child may also be seen by the Lower Prep Lead or a member of PLT., who may impose further sanctions (although such a visit is usually considered a sanction in itself). If the school continues to see a lack of improvement the parents of the child are invited into school to meet formally with staff to discuss strategies to support the child.

Where a child continues to behave poorly or disruptively after support measures are put in place, then Upper Prep sanctions guidelines are followed at the appropriate level.

UPPER PREP

LEVEL 1: measures to be employed by form/subject teachers.

Teacher Discretion

When a pupil fails to meet the accepted standards in work or conduct, staff may initially exercise their own professional discretion in how they deal with the problem. Teachers may use a variety of corrective strategies to include repeat work, further work, extension work or personal detentions.

SIMS

Where a problem is minor but recurrent, the teacher details the nature of the problem and its context on SIMS as a behaviour mark.

Form/Subject Teachers Contact Parents

Through email, by telephone or in person. Informing parents at an early stage of a developing problem is a common strategy employed by all staff to remedy a problem or avoid its escalation.

Detention

A subject teacher can award a personal detention at lunchtime. This is monitored by the awarding teacher and timed so that pupils do not miss lunch.

Examples of behaviour misdemeanours at level 1:

Breaches of class rules:

- homework late
- inattention
- work not complete
- poor concentration
- no diary

Disruptive behaviour in or going into lessons:

- answer back
- call out
- silly noises
- pushing in line

Out of class breaches:

- litter
- uniform
- out of bounds
- lateness

- ignoring whistle
- failing to cease ball games

LEVEL 2: measures to be employed by form/subject teachers and Upper Prep Lead to be made aware.

School Lunchtime Detention

This can be awarded by any staff member for an infringement of school rules. Detentions take place on a designated lunchtime in class or a more formal one is supervised by the PLT between 12.00pm and 12.30pm. Pupils are notified by staff and the details of the infringement are noted on SIMS.

Target Card issued by Form Teacher or Upper Prep Lead

Where a pattern of behavioural and/or academic concerns emerges in class (which may include a number of incidents recorded by different teachers on SIMS), a pupil may be placed on Target Card in order to address the overall concern.

Form/Subject Teachers Contact Parents

On a more formal basis by email, telephone or a personal meeting. Subject teachers are required to consult with the pupil's tutor before contacting parents.

Pastoral IEPs

In some instances a Pastoral IEP may be issued instead of a Target card. As with a Target card these are introduced where a pattern of behavioural and/or academic concerns emerges. These are a way of setting pupils achievable, positive targets for longer than a two week period.

Examples of behaviour misdemeanours at level 2

Repeated Level 1

More serious concerns:

- continued disruptive behaviour in lessons
- continued bad manners
- repeated problem with work
- rude to an adult
- ignore the instructions of an adult
- refuse to carry out instructions from an adult
- failure to attend break or lunchtime detention
- one off unkind act towards others
- one off unkind comment to others
- make a nuisance to other children even when told to leave them alone
- refuse to try a piece of work
- take things without permission
- carelessly damage school property or other people's property
- graffiti
- use equipment in a dangerous or silly way
- misuse of ICT facilities

- use of mobile phone in school
- inappropriate use of device, either inside or outside of lessons

LEVEL 3: measures to be employed by the Pastoral Deputy Head of Prep:

Detention

Detention is awarded for a continuing pattern of concern over behaviour or academic progress, for a significant single breach of school rules, or for the accumulation of staff personal Detentions.

After school or Saturday Detention is awarded for an escalation of a previous problem or more serious breaches of the Code of Conduct and is imposed after consultation between a tutor and the Pastoral Deputy Head.

Daily Report issued by Pastoral Deputy Head

Where a pattern of behavioural and/or academic concerns emerges (which may include a number of incidents recorded by different teachers on SIMS) in combination with detentions, a pupil may be placed on Daily Report in order to address the overall concern. This sanction is imposed for a period of two weeks in the first instance.

Pastoral Deputy Head Contacts Parents

On a more formal basis by email, telephone or a personal meeting.

Withdrawal From Class

A pupil may be removed from class to prevent a situation from escalating or to remedy a particular problem. The pupil should be escorted from the class to another class in their year group or the year above (that has a teacher present). The pupil should not be removed from a class and left unsupervised.

Fixed term Internal or External exclusion

Pupils impacting the safety or learning of others may be placed upon a temporary internal or external exclusion for a set period of time. This decision and reasoning would be given to parents by the Pastoral Deputy Head and recorded on pupil records. Internal exclusions would take place in the Pastoral Deputy Head's office and be supervised by senior members of staff. A gradual return to lessons and/or breaks may be put in place following a temporary exclusion.

Where repeated behavioural incidents, internal exclusions or suspensions involve a pupil with SEND, consideration of whether additional assessment, external agency involvement, review of provision or amendments to support plans will be taken into account.

Informal Warning

The Deputy Head of Prep issues an informal warning to a pupil who has over a period of time failed to meet the expectations of the school. This may follow failure to respond to support already in place or may result from an accumulation of concerns. The Deputy Head of Prep communicates this to the parents in writing and wherever possible after

meeting with them. An informal warning will remain on a pupils record for a period of time agreed by the College PLT when taking all aspects of the child and individual circumstances into account.

Examples of behaviour misdemeanours at level 3:

Repeated Level 2

More serious behaviour concern:

- bullying
- Intolerant behaviour e.g. racist, homophobic
- fight
- spit
- deliberately hurt someone
- theft
- swear or use offensive language
- argue rudely or aggressively with an adult
- defiant behaviour e.g. refuses to move, follow instructions
- chronic lack of effort
- under-performance
- offensive graffiti
- deliberately damage school property or other people's property
- more serious breach of device use

LEVEL 4: measures to be employed by the Head of Prep

Formal Warning

A Formal Warning is considered for a pupil whose behaviour or academic effort continues to be of serious concern over an extended period of time, with little or no sustained pattern of improvement or response to the standard sanctions, a level of non-compliance which has exhausted most, if not all, of the main pastoral and disciplinary responses available including Daily Report, detentions etc. Depending on the response of the pupil at this level, a formal warning could lead to a Final Warning, Fixed Term Exclusion, Withdrawal or Permanent Exclusion.

Daily Report issued by Head Of Prep

Issued by the Head of Prep to track pupil behaviour during a Formal Warning period.

Head Of Prep Contacts Parents

On a more formal basis by email, telephone or a personal meeting.

Examples of behaviour misdemeanours at level 4

Continued/repeated Level 3

Particularly serious behaviour concern:

- serious bullying incident
- hurt another person seriously or deliberately
- possession of an item/weapon likely to cause harm to another
- behave in a way that is dangerous to themselves or other people in school

- deliberately do serious damage to school property or other people's property

These sanctions indicate the range of responses which may be used. The nature of the misdemeanour may obviate the need to progress through the stages above.

Formal Warning

A Formal Warning is not intended to be a response to an isolated, albeit serious, breach of the school Code of Conduct. However, it will be invoked at the first occasion of a pupil being excluded for a period of more than one day, or after a pattern of problems which demand individual periods of exclusion.

Terms of a Formal Warning

A period of four weeks during which the pupil's behaviour and academic effort is closely monitored with the express condition that this must show a sustained pattern of improvement over the period. There may be other specific terms. The pupil's parents are called to an interview with the Head of Prep when he/she is placed on Formal Warning.

Procedure

The proposed pupil's name is presented, after consultation with the tutor, for discussion at a Formal Warning Review Meeting attended by the Head of Prep, Academic & Pastoral Deputy Heads, Lower/Upper Prep Lead and the relevant form tutor. Such meetings are held as required. The details and evidence of the case (summary information, SIMS details, Pastoral file, cautions etc.) must be submitted and the decisions remain confidential until official notice is given to the pupil concerned.

In each case the Review Meeting decide:

- the reason for issuing a formal warning,
- the areas for improvement,
- the period,
- the date of the review.

Each pupil on the Formal Warning Register is monitored by the Prep Leadership Team for the defined period, meeting regularly to monitor progress. The school Counsellor may maintain weekly contact with such pupils. The form tutor continues to be responsible for the pupil's pastoral support and to be central to the investigation of any incidents, pastoral or academic. However, further disciplinary action is the prerogative of the Deputy Heads.

Notification of Formal Warning

Notification is given to the pupil by the Head of the Prep School personally, in an individual interview with him/her. The details and terms of the warning are then communicated formally in a letter to the pupil's parents, including an indication that any more serious incident or escalation of concern during the probationary period may lead to exclusion or a Final Warning

Formal Warning Assessment Meeting

The Head of the Prep School and Deputy Heads will consult on the decisions and outcomes of those placed on Formal Warning.

Where a pupil's behaviour and academic effort shows sustained improvement during this period, the pupil is withdrawn from the special measures. The Formal Warning will remain active on the pupil's file and any subsequent general deterioration or a significant single breach of school rules may result in the issue of a Final Warning. If the pattern of behaviour and academic effort does not show sustained improvement during this period, the pupil will be issued with a Final Warning.

Final Warning

A Final Warning indicates that the pupil has not complied with the terms of the Formal Warning and any single serious breach of school discipline or a continued pattern of poor behaviour or academic defaulting will lead to the withdrawal of a place at the Prep School. The procedure for issuing a final warning mirrors that for the Formal Warning.

A Final Warning will remain with a pupil for the minimum of a year and into the following Key Stage at points of transition.

Fixed Term Exclusion

A pupil may be excluded from school as a response to a particularly serious offence, or repeated offences, or persistent failure to meet deadlines set, for example in regard to academic assignments or non-compliance with the Dress Code. Before any exclusion is issued the school will take the following into consideration:

- Was the behaviour linked to SEND or disability
- Were all reasonable adjustments implemented
- Were the appropriate support strategies in place
- Was external advice or assessment sought
- Has the graduated approach been followed for this student

The school will work collaboratively with parents / carers and relevant professionals when considering sanctions for pupils with SEND.

Exclusion means that a student's place is temporarily forfeit, pending further review and decision. The period of exclusion is determined by the Head of the Prep School.

After a review meeting with parents and pupil, and following clear and written assurances by the pupil, the Head of the Prep School may re-admit the pupil. The pupil's place will be conditional upon good conduct and may be subject to Formal or Final Warning.

A pupil is unlikely to be excluded more than once for the same offence; permanent exclusion is likely to be the result of further serious offences.

During the period of exclusion, parents are required to provide appropriate supervision for their child and, if invited, to attend a reintegration interview at the school with him/her.

Withdrawal

Where a pupil's pattern of behaviour or response to academic expectations show lack of compliance, parents may decide, after consultation and review with the Head of Prep, that withdrawal from the Prep School is the best course of action.

Permanent Exclusion and Required Removal

Exclusion is the sanction of last resort, issued in the interests of the offending pupil, or in the interests of the pupil body as a whole. The Head may also at his/her discretion require parents to remove their child from the College if he/she reasonably considers that parents' behaviour or conduct is unreasonable; and/or adversely affects (or is likely to adversely affect) the child's or other children's progress at the College, or the wellbeing of College staff; and/or brings (or is likely to bring) the College into disrepute; or the child's attendance, progress, behaviour or attitude is unsatisfactory and, in the reasonable opinion of the Head, the removal is in the College's best interests and/or those of the child or other children. The Head of the College will make the final decision regarding all permanent exclusions and required removals. This will take place after a review with the Head of Prep and any other relevant parties. The sanctions presented indicate the range of responses which may be used. The nature of the misdemeanour will at times obviate the need to progress through the stages defined above.

Appeals

Parents have the right to appeal a punishment that may be given to their child. It is hoped that most matters can be resolved informally through the involvement of the Deputy Heads. However, if parents remain unhappy then they may appeal to the Head of Prep or the Head of the College. In cases of exclusion or required removal, parents have the right to appeal to the Board of Trustees in accordance with the Appeal Procedure which can be found on the College website.