

Bedales Prep Behaviour Policy

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For Students/Students		

Bedales Prep Behaviour Policy

Our Behaviour Policy is governed and heavily influenced by the ethos of the school and its founder, John Haden Badley, who said,

“What I wanted in a school was an atmosphere of affection, confidence, and opportunity, in which what was good in each could develop as an organic growth along lines of its own.”

Bedales Prep Values and Expectations

“Work of Each for Weal of All”

The school motto underpins everything we do. All actions have consequences, and we strive to encourage each Prep student to be a positive influence on the school community. Our values and expectations reflect this and underpin the behavioural choices that we want all students to make.

I am safe. Bedales Prep aims to create a safe and nurturing environment where children can thrive. Stepping out of their comfort zones to grow and learn takes bravery and this is achievable with the knowledge that there is always a safe space to return to at Bedales Prep.

I belong. Bedales Prep aims to create a sense of belonging to something bigger than the self. The more you belong, the better you feel.

I am known. Bedales Prep aims to know each and every child beyond the superficial. Each child should feel heard, valued, supported and cared for.

I am me. Bedales Prep aims to celebrate diversity and encourage students to find the thing that gives them self-worth. Bedales Prep also gives students a sense of community and aims to help students know their value in the Bedales Prep jigsaw puzzle.

Each member of the Bedales Prep community will be given the opportunity to have their efforts recognised, championed and celebrated. Each member will also have the opportunity to learn from the mistakes they make.

Bedales Prep Expectations

The Expectations for the students in each area of the school are displayed in the relevant area as a reminder of the choices of behaviour that we want to see at Bedales Prep. Across all the area specific expectations, there are three common expectations that we ask all students to abide by.

1. **I will be ready** – I will come prepared with the right equipment, the right attitude, and an open mind to learn from others' perspectives.
2. **I will be respectful** – I will show respect for the environment around me, for the people in my community, and for myself.
3. **I will be safe** – I will make thoughtful choices to protect my physical well-being and the safety of others, while also helping to create an emotionally safe space where everyone can thrive.

A true Bedalian is a person who embraces the school's expectations and values and strives to live by them. However, there is a recognition that no one is perfect and that mistakes are part of the process of learning. This policy is based on mutual respect and places education and understanding at its heart. The policy should

be read in conjunction with the Bedales Prep Welfare Policy and the Bedales Prep Anti-Bullying Policy.

We aim to deal with poor choices in behaviour fairly. A restorative approach involving reflection is essential, either immediately or slightly later, when the 'heat' has gone from the situation. The student must feel that they have the chance to articulate themselves and their actions without prejudice. The school is committed to working closely with all parties involved to ensure that the correct support mechanisms are made available and accessible to those that would benefit from them.

The school is committed to the principles of the Equality Act 2010. All students are expected to treat one another with respect. Discrimination, harassment or victimisation on the basis of any protected characteristic will not be tolerated. We do not use corporal punishment, humiliation, public example or any other form of punishment which belittles or emotionally undermines a student.

Being a Bedales Prep student affords a good degree of freedom, however this comes with responsibility. The guidance we give the children is that they have certain rights when they attend Bedales Prep, but with those rights come certain responsibilities – to be ready, respectful and safe. If they cannot act responsibly, they lose the associated right until trust has been restored.

Finally, we often say to the children that we love individuals. However, everyone must understand that, irrespective of age or position in school, no one individual is bigger than the community.

This is a guiding Bedalian principle.

Bedales Prep Expectations

Dining Room (JB's) Expectations

- All food should be eaten in the dining room, designated snack locations or Scoffs unless you have permission from a member of staff. Food can only be brought into school with permission from a member of staff. Chewing gum and food containing nuts **MUST** not be brought into school.
- Birthday cakes may be brought into school with permission of the tutor and providing that the cake(s) has been checked for ingredients by the Matron Team at the school. Ideally these should be shop bought, individually wrapped and in their original packaging.
- Students are expected to behave quietly and sensibly both outside and inside the dining room. There are guidelines for when students can leave the dining room after eating, and this is to ensure students take time to enjoy their food and the social aspect of having a meal together.
- Everyone should wash their hands before entering the dining room.
- The advice given to students is to only take as much as you would like to eat - they can go back for more if they are still hungry.
- Students are expected to say 'please' and 'thank you' when asking for food.
- Students are expected to select a rainbow plate of food.
- Students are expected to use cutlery to eat with and to exhibit good table manners such as not talking with their mouths full.

Inside School Expectations

- All students are expected to register when they arrive at school and again before (Blocks) or after (Groups) lunch.
- Any student leaving school during the school day, with the permission of their tutor, must sign out at Reception when leaving and sign in again when returning.

- Day students are not allowed on the boarding house unless they have the permission of Boarding staff or the Matrons.
- Always walk inside school.
- Students are expected to wipe their feet when entering the buildings.
- Students are expected to hold doors open for others.
- Students are expected to be mindful of and acknowledge others as they move around school.
- If wearing an item of clothing with a hood, students are expected to wear the hood down whilst inside the school building.

In Classrooms Expectations

- Members of staff are expected to greet students as they enter their classroom. By doing this, a warm and welcoming atmosphere is created from the start of the lesson; one in which the students feel welcome and valued.
- Students are expected to arrive on time for lessons, mentally prepared to learn and with the right equipment.
- Students are expected to be responsible learners and to allow everyone to learn.
- If required, students are expected to tie long hair back, e.g., in the Design Barn and Science Labs.
- If wearing an item of clothing with a hood, students are expected to wear the hood down whilst inside the school building.
- Students are expected to be open-minded about learning.

Outside Areas Expectations (including Break-time and Playground)

- Students should queue patiently for a snack and wait for the duty member of staff to arrive rather than helping themselves to the food provided.
- Students should play outside, within the school boundaries when the weather is good. The school bounds are shown clearly on posters around the school.
- Football can only be played on the Bedales Prep Pitches.
- When it is wet, it is not safe to play on the Adventure Playground or the Bedales Prep Pitches. Check with duty staff if you are unsure and keep an eye out for signs in Reception, in the Blocks' corridor, near the external entrance to The Well or near the PE office to give notice of whether it is too wet to go outside and/or too wet to play on the pitches.
- During wet break-times, students should go to their allocated 'wet break' areas – there is a rota published each term detailing where these are. The rota can also be found on the student noticeboard and in Reception.
- Students should adhere to the guidelines on safe use of the adventure playground which is explained to them at the start of each term by their tutors.
- Driveways and car parks are out of bounds for students during play time and free time.
- Students must wear a helmet when using skateboards, rip sticks or scooters on the tarmac play area.
- When it is dark students should only play in lit areas.
- Students can climb trees but only to twice their own height.
- Students should only go down the slide on the Playground.
- At any one time, there should be only one student on the Cobbs' swing and three students on the basket swing in the Playground.

Audience in The Well

- Students should aim to arrive on time and sit down quietly, respecting others' personal space.

- Students should actively listen to the presenter or speaker and not talk whilst they are presenting or speaking.
- Students should respect the presenter or speaker by putting up their hands to ask a relevant question or suggest an answer / idea.
- Students should show support and appreciation by clapping politely.
- Students coming into The Well should leave it tidier than they found it if they can.

Boarding Expectations

- The boarding community has their own set of expectations which help each boarder to be a positive influence in the community and the best version of themselves.

Personal Belongings

- Electrical items may be used in the boarding house but not in other parts of the school.
- Kindles and smartwatches **without** 4G/5G or Wi-Fi may be used for reading or telling the time with permission from the Deputy Head.
- All students must sign the ICT Acceptable Use Policy each year.
- Electrical items must be checked by the ICT team before use in school.
- Lockers and drawers are private and must not be opened without permission.
- PE kit must not be borrowed from other students; spare kit is available from PE staff and must be returned after use.

Prohibited items include:

- Knives or weapons, alcohol, drugs (see Drug Policy), stolen items, tobacco, vapes, fireworks, pornographic material, or anything likely to cause harm or damage.
- Smartwatches with 4G/5G or Wi-Fi capability.
- Energy drinks (e.g. Prime).

Phones and Telephones

- Students may ask the School Office to phone home if needed; messages can be relayed back to the child.
- Day students should not have phones in school, unless written permission has been given by the Head. Any phones must be handed into Reception on arrival in school.
- Boarders (who have signed the Acceptable Use Agreement) may use phones only at times set by boarding staff. At all other times, phones are kept by house staff.

Searches

Searches will be conducted in accordance with the law and as per the School's policy, which is set out in the *Expulsion and Removal from School Policy*.

Managing Pastoral Issues

When dealing with pastoral issues, it is the aim of members of staff to be predictable, consistent and empathetic. To this end and to support members of staff in their decision-making process, the [Pastoral Management Flowchart](#) should be used as a guideline for members of staff to manage any pastoral or behavioural issues that present within school.

The Pastoral Management Flowchart should be read in conjunction with the Bedales Prep Rewards

Flowchart, the Bedales Prep Consequences Flowchart and the Pastoral Triage Flowchart.

The [Classroom Plan to Manage Behaviour](#) aims to support teaching staff in managing classroom behaviour. As the [Classroom Plan for display](#) is displayed in the classroom and teachers go through it with students at the start of the year, all students are aware of how their behaviour may be managed.

The aim of members of staff should be to give first attention to those doing the right thing and upholding the Bedales Prep Expectations of being **ready, respectful** and **safe**. It is important to focus on positive behavioural choices. What you focus on, you get more of. Teaching staff can put the names of those children upholding the Bedales Prep expectations on the whiteboard (interactive or otherwise) to create a **Recognition Board**. This shows the children that staff are recognising when students have got things right, as well as a reminder of who to record a positive praise for on iSAMS.

There is an expectation amongst members of staff that praise should be delivered either publicly or privately, depending on the circumstance, but that any warnings or consequences should, where possible and practicable, be discussed in private. Within a classroom setting, this might mean setting the children off on a task before then talking quietly to a student who is not upholding the Bedales Prep Expectations of being **ready, respectful** and **safe**.

Support

At Bedales Prep, we focus on restoration and rehabilitation, and we believe it is important to ensure children get the support that they need. There is an understanding that it would be better to simply accept that all children have additional needs of some sort and require some level of support.

To help ascertain what level of pastoral support is required, members of staff can refer to the [Pastoral Triage Flowchart](#). This will give a guideline as to what interventions or gentle encouragement can be actioned to help support an individual student.

To monitor what level of support each individual student requires, tutors complete a [Weekly Pastoral Gauge](#). The aim is to try and find what level of support is required to bring the student back down the triage levels. It also serves as an opportunity to be proactive and, where possible, keep each student at the lowest level of concern by intervening before the concern escalates. The weekly gauges, accompanied by the Watchlist, also serve to effectively track student welfare.

To support the students themselves regulate their own behaviour and to help them respond to situations rather than react, each student can complete a [Wellbeing Action Plan](#). This can then be reviewed with the tutor at any point either as a proactive measure or as a response to a particular incident.

Positive Student Support Cards

Positive Student Support Cards can be used for to support with the behavioural choices of a student. It is an opportunity for the child to receive positive feedback as they uphold the Bedales Prep expectations.

Each card should detail three targets that are agreed by both the tutor and the student. This should be a positive card to show what they can do.

Staff are asked to sign and comment on the card at the end of each lesson, break time or activity. Parents should be informed by the tutor if their child is on a positive student support card. The cards often take the form a OneNote document that can be remotely accessed and completed by the teacher before then being the basis of a discussion with the tutor as to progress towards the targets identified.

Recognition & Rewards – Positive Praise

Everyone is asked to meet the expectations set out in the Bedales Prep Expectations. If students regularly and consistently meet these expectations and contribute positively to the school community, they can expect to be recognised for their effort. This recognition will take the form of a reward based on the flowchart in this policy.

Above all else, we look to recognise and reward effort at Bedales Prep. Staff are encouraged to praise using descriptive praise, making use of the Bedales Prep Character Strengths. Any positive praises received and entered into iSAMS trigger an alert to the student via email as well as subsequently being visible on the Parent Portal. Students accrue positive praises across the course of the academic year and can expect different rewards at each milestone they reach.

Consequences

As outlined, Bedales Prep has a set of core values and expectations that all members of the community are aware of and are expected to strive to uphold. Sometimes, these values and expectations will be harder to uphold due to a number of reasons. We say that it is ok to make mistakes but that it is vital that we learn from them moving forward.

Each member of the Bedales Prep community will be given the opportunity to learn from the mistakes they make. However, if the actions are repeated then it becomes a choice and there will be a consequence for the action.

The [Bedales Prep Consequences Flowchart](#) outlines how we address behaviour that does not meet the school's expectations. There is also a set of five non-negotiables; The Big Five are outlined below. Any breach of the Big Five would enter into the Bedales Prep Consequence Levels at Level 4 or above – i.e. requiring an immediate sanction or consequence.

The Bedales Prep Big Five (non-negotiables):

1. Possession of inappropriate material, including in electronic form – to include generating, sending, wilfully possessing, requesting or sharing any 'sexting' images
2. Offensive, threatening, targeted, violent or sexually inappropriate behaviour towards others, whether staff or students, by physical, verbal, written or electronic means. May be based on sex, race, religion, belief, disability, sexual orientation, gender reassignment, learning differences, age or gender – includes cyber-bullying
3. Any actions that waste Emergency Services' time and resources – e.g. intentionally setting off fire alarms, making prank calls
4. Theft of or intentional damage to property belonging to another member of the community or to the School itself
5. Possession of what would constitute a weapon as well as the consumption or supply of alcohol, tobacco, e-cigarettes or drugs.

If a student receives 3 or more negative CPOMS entries for one week, the tutor will convene a meeting with the student to discuss the entries and determine what support they require. If not already aware, at this point, parents will be informed via a phone call.

Each incident warrants a restorative conversation with a member of staff. The aim of this conversation is to reflect on the incident, learn from their mistake and determine what support may be required to make better choices moving forward. However, if the student does not learn from their mistake, then the consequence can be escalated in line with the Levels identified above.

Reflection Time and Restorative Conversations

Reflection Time at break-times is supervised by a member of SMT and offers members of staff an opportunity to hold a Restorative Conversation with the student who has made a poor choice and has not met the Bedales Prep Expectations.

The school takes a restorative approach to challenging distressed behaviour.

Option 1 – Reflect and Repair

- A rupture has occurred (conflict, loss of trust, or emotional connection).
- Both harmer and harmed use restorative questions to share perspectives — this is a conversation, not a punishment.
- After discussion, the consequence flowchart is shared and a consequence agreed.
- Focus is on repairing the relationship through apology, forgiveness, or mediation.
- Repeated distressed behaviour will lead to further support to explore underlying causes.

Option 2 – Reflect and Reset

- School expectations of *Ready, Respectful, Safe* have not been met.
- Student reflects on behaviour with SMT duty member using reset questions.
- The consequence flowchart is shared and a consequence agreed.
- Repeated distressed behaviour prompts additional support.
- Persistent behaviour leads to an automatic consequence.

General Consequences

Temporary removal of rights

Bedales Prep does not operate a traditional detention system, preferring to use a system of appropriate consequences. Rights can be temporarily withdrawn if there has been a breakdown of trust between the student and the school – e.g. including missing breaks or being confined to the playground at break-times. Where possible, a restorative approach is taken so that the consequence fits the choice of behaviour.

School service

School Service normally takes place on Wednesday afternoons and gives students the chance to '**give back**' to the community in a constructive and restorative way. Activities are designed to link to the nature of the behaviour, helping students reflect, repair, and restore trust. For example, a student who has damaged property may help with tidying or repairs, while someone who has shown disrespect to peers might support younger students through reading or mentoring. Others may assist with organising events, gardening, or preparing shared spaces to reinforce the value of responsibility and contribution. Each session includes a moment of reflection to consider what happened, who was affected, and how positive choices can be made in the future. The Head of Groups and Head of Blocks coordinate these sessions.

Time In

On occasions, students may find themselves in a **dysregulated state** or unable to see a way forward. In such situations, the school may decide it is best for the student to step away from lessons and spend time in a **reflective period** with key members of staff. This time is intended not as a punishment, but as an opportunity to **pause, reflect, and learn** before re-engaging with the community. It also provides an

important **breathing space**, ensuring that other students can continue their learning in a safe and positive environment. This approach is always undertaken in close **liaison with parents**, keeping the student's wellbeing and best interests at heart.

Internal Suspension

For more serious offences, or a continuation of minor offences, and after careful consideration of all facts gathered during any investigation, a student may be issued an **internal suspension** by the Head. During this time, the student works **independently** and loses certain privileges, such as free time. Parents will receive a **letter from the Head** and may be invited to the school to discuss next steps. All records, including the initial letter, will be **logged on the student's CPOMS file**. Internal suspensions typically last **1–2 days**.

External Suspension

In line with Three Schools Expulsion and Removal from School Policy.

For serious offences, in line with the Bedales Prep Big Five, a student would be suspended by the Head and sent home. Parents will be asked to come into school to discuss the decision and agree ways to move forward. Appropriate letters and notes will be kept on CPOMS and the student's file. A suspension would normally last between 1-3 days depending on the severity of the offence. For some serious offences an internal suspension may also be used, if it is felt that the student may be better supported in school due to home or family circumstances.

Permanent Removal from School

In line with Three Schools Expulsion and Removal from School Policy.

In very serious cases a student may be permanently removed from the school. This would usually follow a very serious offence or a string of offences where the student concerned has shown no willingness to improve. Parents will be asked to come into school and appropriate letters and notes kept on the student's file on CPOMS. We recognise that removing a student from a school could be damaging and, in this instance, the school will work hard with the parents and the student to find a school more suited to the student's needs. Often it is a positive experience for a student to have a clean start at another school where a history of offences and reputation is not a factor. Parents have a right of appeal and there is a process outlined in the Parents' Handbook.

Monitoring and Record-keeping

CPOMS & iSAMS Records

CPOMS is the central method for the recording of pastoral information. iSAMS is also used by all staff to record positive behaviour. CPOMS is used by staff to log anything that may constitute a cause for concern. Associated meetings and discussions with parents are also logged. Groups' class teachers and Blocks' tutors have access to their tutees' records to be able to view the chronology of events and are vital in monitoring and communicating trends or concerns regarding students in their care.

Positive Praises on iSAMS are visible to parents via the Parent Portal.

Any entries into CPOMS send an alert to the student's Tutor, the Head of Groups or Head of Blocks, DDSL, Deputy Head Pastoral and Head.

Boarding Records

In the boarding house the boarding staff make regular pastoral notes about the students. These are often observational comments and help to spot patterns of behaviour and assist handover times between staff. They may also include minor 'boarding sanctions' such as early to bed and the notes are reviewed at the weekly Boarding team meeting.

In line with this policy, where incidents are considered more significant, or information needs to be shared with other staff, CPOMS is used as above. In the boarding house any accusations of unkindness (repeated or otherwise) are recorded via CPOMS in line with the school's Anti-Bullying Policy.

Serious Incidents

More serious offences, such as suspension, are recorded on CPOMS. All accompanying paperwork is attached to the entry. There may also be more detailed notes and letters kept in the student's file. The Deputy Head Pastoral maintains a Serious Incident Log.

Student's File

A central file is kept in the Head's PA's office. This may include detailed notes on a student, any incidents or correspondence between the school and parents.

Bedales Prep Rewards Flowchart

Everyone is asked to meet the expectations set out in the Bedales Prep Expectations. However, if students regularly and consistently meet these expectations and contribute positively to the school community they can expect to be recognised for their effort. This recognition will take the form of a reward based on the flowchart outlined below.

Level	Example	Reward for the child	Action for staff	Staff * to lead
5	Consistently earning Positive Praises (20+) ----- or ----- One-off exceptional piece of work/kindness/behaviour.	1. Chat with Head and Head's Award at an AM break time. 2. Letter home from Head. 3. Record on iSAMS so parents & student can view.	1. Recorded on iSAMS by awarding MoS / Tutor. 2. Head's PA to pull a report from iSAMS 3. Head to send letter home.	Tutor* Head
4	Continued outstanding effort and application in class. (As identified by Tutor in termly Reviews).	1. Tea 'n' chat with Head. 2. Letter home from Head to invite to Tea 'n' Chat. 3. Record on iSAMS so parents & student can view.	1. Awarded at Review meetings and noted by HoG/HoB. 2. Recorded on iSAMS by Head's PA. 3. Head to send postcard home.	Tutor HoG/HoB* Head
3	10 (and 20) Positive Praises	1. Postcard home from HoG/HoB or DHP/DHA.	1. School Office Manager updates the spreadsheet – tutor notifies tutee 2. Postcard sent by HoG/HoB/DHP	Tutor* HoG/HoB DHP
2	5 (and 15) Positive Praises	1. Frozen Friday invite with DHP at Friday AM break.	1. School Office Manager updates the spreadsheet – tutor notifies tutee 2. DHP to run Frozen Friday AM break.	Teacher* (Tutor) DHP
1	Positive Praise ----- Meeting the Expectations and contributing positively to the school community.	1. Name is placed on the class Recognition Board . 2. Record on iSAMS so parents & student can view. 3. Verbal recognition from tutor.	1. Awarding teacher to record on iSAMS – Positive Praise. 2. Tutor to acknowledge with student.	Teacher* Tutor

Positive Praises accrue over the course of the year. Students can expect to receive the following at the various totals:

Total of Positive Praises	Reward for the student
5	Frozen Friday
10	Postcard Home
15	2 nd Frozen Friday
20	2 nd Postcard Home
Consistently accruing (20+)	Head's Award

Once a student has received a 2nd Postcard Home, they continue accruing Positive Praises, working towards a further 5, then 10, then 15, then 20 Positive Praises and so on. Each student will achieve a final total of Positive Praises accrued across the year.

Bedales Prep Consequences Flowchart

Each member of the Bedales Prep community will be given the opportunity to learn from the mistakes they make. However, if the actions are repeated then it becomes a choice and there will be a consequence for the action. We ask the students to uphold the Bedales Prep Values and Expectations in the way they conduct themselves in day-to-day school life.

The school takes a restorative approach to challenging behaviour that does not meet the school's expectations.

Option 1 - **Reflect and Reset** – Our school expectations have not been met.

- Distressed behaviour (challenging behaviour) around Ready, Respectful, Safe.
- **Reflect and Reset** questions below are discussed with the member of SMT on duty.
- Consequence flowchart is shared with student and consequence is agreed.
- Should there be repeated distressed behaviour, further support would be required to establish why.
- Should there be persistent behaviour, this would warrant an automatic consequence.

Option 2 - **Reflect and Repair** – There is a harmer and harmed.

- **Rupture has taken place** - an event that leads to conflict or loss of connection, trust and emotional engagement.
- Use the restorative questions in the reflection sheet - ideally, both parties (the harmer and the harmed) to hear their voices. This process is a conversation, not a consequence.
- After the restorative conversation has happened, the student(s) are shown the consequence flow chart to see where their actions sit. The consequence is then agreed.
- Seek to repair the relationship.
- **Repair process begins** – A process of reconciliation through apology and forgiveness. The Harmed and Harmer may be offered mediation.
- Should there be repeated distressed behaviour, further support would be required to establish why.

The Bedales Prep Consequences Flowchart outlines how we address behaviour that has not met the school's expectations. There is also a set of five non-negotiables, The Big Five, which are outlined below. Any breach of the Big Five would enter into the Bedales Prep Consequence Levels at Level 4 or above – i.e., requiring an immediate sanction or consequence.

The Bedales Prep Big Five (non-negotiables):

6. Possession of inappropriate material, including in electronic form – to include generating, sending, wilfully possessing, requesting or sharing any 'sexting' images.
7. Offensive, threatening, targeted and/or sexually inappropriate behaviour towards others, whether staff or students, by physical, verbal, written or electronic means. May be based on race, religion, disability, sexuality, learning differences or gender – includes cyber-bullying.
8. Any actions that waste Emergency Services' time and resources – e.g. intentionally setting off fire alarms, making prank calls.
9. Theft of or intentional damage to property belonging to another member of the community or to the school itself.
10. Possession, consumption or supply of alcohol, tobacco, e-cigarettes, drugs or drugs paraphernalia.

If a student receives 3 or more negative CPOMS entries for one week, the tutor will convene a meeting with the student to discuss the entries and determine what support they require. If not already aware, at this point, parents will be informed via a phone call.

	Example	Consequence for the student	Action for staff	Staff involved * denotes lead
1 ↓	➤ Breaking of the school rules or not meeting the Bedales Prep Expectations	➤ Reflect & Reset in a Restorative Conversation with the MoSMT on duty ➤ Student to complete a Reflect & Reset sheet	1. Primary MoS to record in the Reflect & Reset book (held at Reception) 2. MoSMT to run the Restorative Meeting and then record the incident, conversation and outcome on CPOMS	Primary MoS MoSMT* (Tutor)
	➤ First warning of not completing prep/classwork ➤ A verbal, physical or online act which has caused a rupture in a relationship	➤ Reflect & Repair in a Restorative Conversation with MoS involved ➤ Student(s) to complete a Reflect & Repair sheet ➤ Possible mediation with other student(s) involved	1. Primary MoS to discuss with tutor 2. Primary MoS to hold a Reflect & Repair conversation with the student(s) 3. Primary MoS to record the incident, conversation and outcome on CPOMS 4. Tutor to communicate with parents	Primary MoS* Tutor
2 ↓	➤ Repetition of the above having agreed not to	➤ Reflect & Reset in a Restorative Conversation with the MoSMT on duty ➤ Restorative Sanction – e.g. Temporary withdrawal of rights	1. Primary MoS to record in the Reflect & Reset book (held at Reception) 2. MoSMT to run the Restorative Meeting and then record the incident, conversation and outcome on CPOMS 3. Tutor to hold a restorative conversation – ‘What support do you need?’ 4. Tutor to communicate with parents via a phone call and record outcome	Primary MoS MoSMT Tutor*
	➤ A verbal, physical or online act which is unkind and/or unpleasant	➤ Reflect & Repair in a Restorative Conversation with the Primary MoS ➤ Restorative Sanction – e.g. Temporary withdrawal of rights ➤ Possible mediation with other student(s) involved	1. Primary MoS and Tutor discuss next steps 2. Primary MoS/Tutor to agree with student what support/consequence is required in a Reflect & Repair conversation – has a repetition occurred? 3. Primary MoS to record the incident, conversation and outcome on CPOMS 4. Tutor to communicate with parents via a phone call and record outcome	Primary MoS Tutor*
3 ↓	➤ Repetition of the above having agreed not to	➤ Same as above – Restorative Conversation – Reflect & Reset ➤ Meeting with tutor about how to avoid repeating this behaviour ➤ Include a Restorative Sanction – e.g. School Service	1. Primary MoS to record in the Reflect & Reset book (held at Reception) 2. MoSMT to run the Restorative Meeting and then record the incident, conversation and outcome on CPOMS 3. Tutor to hold a restorative conversation – ‘What support do you need?’ 4. Tutor to communicate with parents via a phone call and record outcome 5. A positive support card could be implemented	Tutor * HoG/HoB (DHP)
	➤ An act which is deliberately hurtful and has made someone feel unhappy	➤ Same as above – Restorative Conversation – Reflect & Repair ➤ Meeting with tutor about how to avoid repeating this behaviour ➤ Include a Restorative Sanction – e.g. School Service	1. Primary MoS to discuss with tutor 2. Primary MoS to hold a Reflect & Repair conversation with the student(s) 3. Primary MoS to record the incident, conversation and outcome on CPOMS 4. Tutor to communicate with parents	

<div>4</div> <div>↓</div>	<ul style="list-style-type: none"> ➤ Repetition of the above having agreed not to ➤ First offence of breaking one of the Bedales Prep Big Five. 	<p>'Time In' for a period of time (Half a day up to one day)</p> <p>or</p> <p>Internal Suspension (One to two days)</p>	<ol style="list-style-type: none"> 1. Incident recorded on CPOMS by Primary MoS and HoG/HoB & DHP alerted 2. Primary MoS discusses with Tutor & HoG/HoB as to next steps and history 3. Parents informed by HoG/HoB by a phone call 4. Wellbeing Action Plan revised to support student 5. If not already in place, a support card (with clear targets) should be implemented at this point 	<p>Tutor HoG/HoB * DHP (Head)</p>
<div>5</div>	<p>Repeated offence of breaking one of the Bedales Prep Big Five.</p>	<p>External Suspension (One to three days)</p> <p>or</p> <p>Exclusion</p>	<ol style="list-style-type: none"> 1. Incident recorded on CPOMS and HoG/HoB & DHP alerted 2. Primary MoS discusses with Tutor, HoG/HoB & DHP as to next steps and history 3. DHP informs parents and acts in line with the Whole School Suspension & Exclusion Policy 	<p>HoG/HoB DHP * Head</p>

Each incident warrants a restorative conversation with a member of staff. The aim of this conversation is to reflect on the incident, learn from their mistake and determine what support may be required to make better choices moving forward. However, if the student does not learn from their mistake, then the consequence can be escalated in line with the Levels identified above.