



ST PETER'S

PREPARATORY SCHOOL

Behaviour, Discipline & Exclusion Policy

Updated 10th September 2025
by Mrs Amy Hughes
(Deputy Head, Pastoral)

Approved by Head:

A handwritten signature in black ink, appearing to read 'Charlotte P. Jones', followed by a period.

Date: 10 September 2025

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1. OVERVIEW

Management of discipline in the school is the responsibility of the Head. Direct assistance is provided by the Deputy Head (Pastoral), Heads of Pre-prep, Lower and Upper school, Deputy Head (Teaching and Learning) and, on a day to day basis, all staff. The Head of the Pre-prep has devolved responsibility for discipline in the EYFS setting. This policy applies to the whole school, including the Early Years Foundation Setting.

The DfE Guidance (Updated February 2024) *Behaviour in Schools: advice for Headteachers and school staff* has helped to shape our documentation. We recognise our duties under the terms of the Equality Act 2010, especially as regards pupils with SEND and we aim to make reasonable adjustments for these according to need.

In maintaining good behaviour and discipline at St Peter's, we rely on setting high standards of expectation and praising positive contributions rather than on authoritarian techniques. This consistent approach depends on strong school leadership and classroom management, mutual respect, consideration, courtesy and common sense (the 3Cs). High standards of behaviour are therefore achieved because that is seen as the 'right thing to do', rather than through fear of punishment. We believe this actually teaches good behaviour. Additionally, staff model good behaviour and discipline to pupils, publicly highlighting and rewarding good examples.

Children's welfare, progress and behaviour are discussed weekly at staff meetings. This also provides opportunities to review and adapt practice as necessary, ensuring regular staff development and support. A review of organisation and facilities is also enabled through this process and through meetings of the Health & Safety, and Operations committees.

At St Peter's we value (in no particular order):

- Happiness and fun
- Politeness and good manners
- Kindness and tolerance of others and their views
- Persistence of effort and hard work
- Empathy
- Sharing
- Honesty
- Cooperation
- Academic, cultural, personal and sporting success
- Independence of thought

- Respect for other people's possessions
- Good communication

Our curriculum recognises and rewards these characteristics through the St Peter's School Baccalaureate® Award (Personal Development section).

Pupils will be expected to:

- conduct themselves around the site in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in prep at the time requested
- show respect for the working environment
- Follow the school rules.

2. REWARDS AND RECOGNITION

We strive to encourage the best performance in all our children, through a policy of recognising and praising good behaviour. Poor behaviour is not acceptable but, by concentrating on accentuating the positive, we try to cultivate an atmosphere conducive to living and learning together. Children's efforts are rewarded and recognised as follows:

2.1 Rewards

A system of positive rewards is used throughout the school (EYFS - Stickers; Y1-Y8 - Bonuses). These are awarded for effort and as a result of a graded or assessed piece of work (see marking policy). Bonuses are collected each week during the Friday tutor session and good performances are acknowledged in assembly the next week. Stars/stickers may also be awarded to celebrate good behaviour in the Early Years. Good performance is highlighted by the Head during Friday assemblies where certificates are awarded according to the school values: Achievement, Endeavour, Opportunity, Community and Nurture.

In all years (R-8), House Points may be earned as a reward for commendable acts which are not academically focused. These are added to the total for the pupil's School House and celebrated in House meetings and assemblies. Excellent examples of good citizenship may be recognised in assembly by the presentation of a 'Community' or 'Nurture' award with weekly certificates in Assembly.

Speech Day and Achievement Assemblies

Prizes are awarded termly and annually to pupils for outstanding effort and achievement, for outstanding endeavour and for success within the 7 areas of the St Peter's School Baccalaureate, including Personal Development.

2.2 Colours

Colours Policy (Years 5 and 8 only)

We are proud of all of the children who represent us and we value their contribution to the overall success of our school. Half Colours are awarded to pupils in Years 5 and Full colours in Year 8 in recognition of outstanding contributions to Sport and Outdoor Education, Performing Arts and Creative Arts and the end of their time in the Lower School and Upper School respectively.

Traditionally, colours are awarded in the following areas:

Sport and Outdoor Education	Performing Arts	Creative Arts
Rugby Hockey Netball Football Squash/ Tennis Athletics Cricket	Drama Music	Design Technology Art

Colours will be awarded to a pupil if he or she fulfils **all** of the criteria below:

1. Performing to a high level in his or her age group.
2. Representing the team regularly, taking a Lead Role or regular solos.
3. Embrace and take part in relevant clubs and activities to further develop excellence.
4. Maintaining high standards throughout the preparation period (i.e. rehearsals, building a portfolio, training sessions) and demonstrating excellent self-organisational skills (e.g. taking care of kit/props/instruments, punctuality, learning lines & cues, etc.)
5. Demonstrating outstanding teamwork and being an exemplary role model, especially for younger members of the school.
6. Showing and maintaining a desire to lead his or her age group.
7. Demonstrating exceptional St Peter's qualities in visits, matches, tours and community activities.

Important points to note:

- Colours are awarded at the discretion of the Head of Faculty with final decision sitting with the Head.
- Colours are only awarded to pupils in Year 5 and Year 8.

3. OUT OF BOUNDS

There are certain areas that are out of bounds to all pupils. These are indicated in the school [Supervision Policy](#).

4. ENCOURAGING GOOD MANNERS

We have extremely high expectations of good manners and politeness at St Peter's. Children are encouraged to respect themselves, each other and staff, and to behave with common sense, courtesy and consideration at all times.

Examples of good manners should be highlighted regularly in assembly, in class and in passing, so that a culture of politeness is maintained throughout the school.

Pupils are expected to use Christian names at all times when referring to each other, or names that are acceptable to the other person. When pupils refer to Staff they should use Mr, Mrs or Miss/Ms plus surname. 'Sir' is also accepted for male staff. Any communication between staff and pupils should be conducted in a civilised fashion; the use of slang must be corrected, incorrect use of English should be pointed out.

4.1 Dining Room

All staff should encourage the correct table etiquette at all times. Pupils should ask to leave the table and show high regard for accepted manners and behaviour. Pupils are encouraged to eat 'a little of everything' and to try unfamiliar food. Taster pots are available on request. What they may leave is at the discretion of the staff.

5. SANCTIONS AND SUPPORT FOR PUPILS

In a well-run school with a positive environment and extensive opportunities for purposeful activity, conduct is invariably good. Discipline, of course, has to exist. However, the majority of pupils will pass through the School without being involved in any serious disciplinary processes. The aim is to develop a happy School with a friendly, family atmosphere in which pupils grow up to act reasonably with consideration for others and by consent rather than by compulsion.

This approach is not a soft option - it is a much more difficult way than the imposition of an authoritarian regime where youngsters, through fear, do unquestioningly as they are told. Our personal standards and example are a major influence and it is particularly important that we

do not appear to take the help and co-operation of the children for granted. Pupils should be shown the same respect, courtesy and thanks that one would give to an adult in similar circumstances. Good discipline and high standards generally within the School depend on all of us all the time. The form based structure of the School demands that, for the School to be successful, the whole staff must be concerned with maintaining high standards in all respects. In itself, such a positive attitude is probably the most important single contribution that each of us can make to the effective running of the School.

We operate a scheme called 'Good To Be Green' from EYFS to Year 4 inclusive. This involves children being given immediate feedback on their behaviour by use of a yellow or red card. Good behaviour can be rewarded with 'Golden Time'.

Misdemeanours are categorised on a sliding scale, which is designed to be transparent and fair. Sanctions are applied according to the category of misdemeanour, bearing relevant circumstances in mind.

All sanctions of level 2 or above should be recorded on CPOMS.

Good communication with parents is key to the successful management of behaviour; tutors should be in regular contact, either face to face, by telephone, email or through the homework diary.

Behaviour Sanctions

Level	Example Misdemeanour	Possible Sanctions/Actions	Staff
1	<u>Not meeting behaviour expectations during learning time</u> Minor disruptive behaviour, calling out; incomplete class work; no homework; answering back; lack of equipment. Not following instructions; low level disruptive behaviours which are not constant; showing unkindness to others; not handing in mobile phone.	A verbal reprimand / warning / explaining reasons why the behaviour is unacceptable and giving guidance so as to avoid repetition. Other behaviour management strategies: Possible move of seat. Catch up with work as extra prep. Redo work if necessary as extra prep or at lunch time.	Dealt with by Staff at Source Record on CPOMS
1	<u>Not meeting behaviour expectations outside of learning time and on the bus</u> Running on a pathway, dropping litter; chewing gum; not following instructions; low level disruptive behaviours which are not constant, including changing rooms; showing unkindness to others; not handing in mobile phone	A verbal reprimand explaining reasons and giving guidance so as to avoid repetition. Report to tutor if felt required	Dealt with by Staff at Source Record on CPOMS
2	<u>Persistently not meeting behaviour expectations during learning time.</u> Eg. Persistence of Level 1 even after a warning. Continually off task. Low level disruptive behaviours which are constant and disrupt others' learning.	Dealt with by staff at source 1: Verbal warning given. 2: Name on the classroom board. A second verbal reprimand is given explaining reasons and warning of stage 3. 3: Name on Board underlined. Teacher logs behaviour onto Cpoms and informs the tutor. Sit out of play.	Dealt with by Staff at Source. Tutor Informed Head of US / LS informed Record on CPOMS

		<p>4: Name on Board starred. Head of Lower School / Upper School / Pre-prep informed and behaviour discussed at weekly staff meetings. Miss a lunchtime - supervised by issuing member of staff or tutor.</p> <p>Card turned on Good to be Green Scheme</p>	
2	<p><u>Persistently</u> not meeting behaviour expectations outside learning time and on the bus.</p> <p>Persistent Minor incidents Minor abuse of another child's possessions; continually off task.</p>	<p>Dealt with by staff at source.</p> <p>1: Verbal Warning.</p> <p>2: A second verbal reprimand is given explaining reasons and warning for stage 3.</p> <p>3: Sit out of play. Shared with relevant staff. Teacher logs it onto Cpoms and informs the tutor.</p> <p>4: Head of Lower School / Upper School / Pre-prep informed and behaviour discussed at weekly staff meetings. Miss a break / lunchtime - supervised by issuing member of staff or tutor. Formal apologies made to relevant people as necessary.</p> <p>Card turned on Good to be Green Scheme</p>	<p>Dealt with by Staff at Source.</p> <p>Record on CPOMS</p> <p>Tutor Informed.</p> <p>Head of US / LS informed</p>
Following sanctions apply to all pupils and parents will be informed.			
3	<p>Use of foul/inappropriate language or significant rudeness to staff or pupils (including online / messages / email)</p> <p>Phone repeatedly not handed in (Sneaky with phone location) Phone used once.</p> <p>Accidental damage to school property through careless inappropriate behaviour</p> <p>Lying about another child or to a member of staff.</p>	<p>Head of PP, LS and US establishes system for cooling off period in a safe place and has a personal 1:1 meeting with the pupil.</p> <p>Staff at source or Head of PP, LS and US informs the parents and Assistant Head Pastoral.</p> <p>Appropriate sanction given by Head of PP, LS or US e.g. some form of appropriate community service such as litter picking, clearing in dining room, tidying resources etc. or Break time detention - not outside staffroom - but in a classroom with set tasks.</p> <p>Pastoral Support Plan implemented if necessary; with specific targets agreed with</p>	<p>Staff at source/Tutor with support from Head of PP, LS and US</p> <p>Record on CPOMS</p>

	Deliberate low level disruption increases and is generally becoming more persistent and there is a refusal to adapt behaviour. (Continuous level 2)	<p>parents, pupil and Deputy Head Pastoral. Reviewed each week as appropriate.</p> <p>Formal (written) apologies made to relevant people. Age appropriate.</p> <p>Pupil / parent is given a clear explanation of what is going wrong and what is required and expected. In written form is best plus phone call. Pastoral support if necessary. Learning Success interventions/investigations if necessary.</p> <p>Yellow card given on Good to be Green system</p>	
4	<p>Physical abuse / Aggressive behaviours. (Upheld through an investigation).</p> <p>Phone used a second time</p> <p>OR</p> <p>Repeat of Level 3</p>	<p>All of the above plus behaviour incentive card to help modify negative behaviour (if required)</p> <p>Lunchtime detention with Head of Pre-Prep, Lower, Upper school.</p> <p>Possibly Reflective Behaviour Support sheets completed.</p> <p>Pastoral Support Plan implemented if necessary; with specific targets agreed with parents, pupil and Assistant Head Pastoral. Reviewed each week as appropriate.</p> <p>Missing of activities - potentially on a longer term basis.</p> <p>Parental involvement</p> <p>Period of community service</p> <p>Red Card given on Good to be Green Scheme</p>	<p>Deputy Head Pastoral Care</p> <p>Record on CPOMS</p>
5	<p>Vandalism</p> <p>Theft</p> <p>Phone used a third time</p> <p>Any safeguarding breach using a mobile phone.</p>	<p>Deputy Head - Pastoral detention. Reflective Behaviour Support sheets completed. Parental involvement.</p> <p>Agreed sanctions between home and school.</p> <p>Period of community service</p>	<p>Deputy Head Pastoral with Form Tutor.</p> <p>Record on CPOMS</p>

	<p>Repeat of Level 4</p> <p>Repeated unkindness and possible bullying</p>	<p>Permanent ban of phone</p> <p>Pastoral support plan put into place (if required)</p> <p><i>For bullying incidents, initiate Bullying & Serious Incident protocols.</i></p> <p><i>Key document: Anti-bullying Policy and Behaviour Discipline & exclusion policy.</i></p>	
6	<p>Bullying another pupil (including online)</p> <p>(Upheld through investigation).</p> <p>Serious breach of conduct; Vaping on school site, abuse to a member of staff or peer;</p> <p>OR</p> <p>repetition of L5 behaviour</p>	<p>Head's detention/After school detention/Weekend detention.</p> <p>Miss planned school events if staff feel they cannot safeguard other pupil(s) or the child in question.</p> <p>Parental involvement</p> <p>Pastoral support plan</p>	<p>Head / DH / Deputy Head Pastoral.</p> <p>Record on CPOMS</p>
7	<p>Behaviour resulting in serious danger to self or others including online. Reluctance to accept authority or to modify behaviour showing repeated level 6 (also see suspension list below)</p> <p>(This can include bullying- depending on severity)</p>	<p>Suspension (Time frame would be decided by Head following investigation)</p> <p>Parental involvement</p>	<p>Head / DHP / DHA</p> <p>Record on CPOMS</p>
8	<p>Committing an excludable offence (see exclusion section below).</p> <p>Repetition of L7</p> <p>(This can include bullying- depending on severity)</p>	<p>Exclusion</p> <p>Parental involvement</p>	<p>Head / DHP / DHA</p> <p>Record on CPOMS</p>

(Levels 3 -8 would all involve communication with parents)

To note - children would move back through the levels on a personal behaviour plan timeframe, as agreed with the Head.

Behaviour Policy

Level	Unacceptable Behaviour	Example of Sanction
0	Behaving as expected	NA
1	<p>Not behaving as expected <i>During learning time</i> e.g. no homework; answering back; not following instructions; chatting when teacher talking, coming to lessons poorly prepared or late with no reasonable reason</p> <p><i>Outside of learning time</i> e.g. running on a pathway, dropping litter; chewing gum; being disruptive in changing rooms</p>	<p>A verbal warning</p> <p>You may be asked to:</p> <ul style="list-style-type: none"> • Move your seat in class. • Catch up with work • Redo work
2	<p>Continuously not behaving as expected <i>During learning time</i> eg. repeating of Level 1 even after a warning, continually off task, constant low level disruptive behaviours which disrupt others' learning.</p> <p><i>Outside of learning time</i> e.g. persistent minor incidents, minor abuse of another child's possessions; continually doing wrong thing in changing rooms</p>	<p>1: Verbal warning given (Level 1) 2: Name on the classroom board. 3: Name on Board underlined. Sit out of morning play. 4: Name on Board starred. Lunchtime detention Turned card</p>
3	<p>Rude language, lying, careless behaviour or being rude to staff or pupils.</p> <p>Phone not handed in or initial misuse of phone/computer.</p> <p>Pre-planned misbehaviour or purposefully encouraging others to misbehave / make poor choices</p>	<p>Community service or break time detention</p> <p>Written apologies completed</p> <p>Yellow card given</p>
4	<p>Physical or Aggressive behaviours. e.g. pushing, shoving, hitting, kicking, shouting in face, intentionally hurting or upsetting someone</p> <p>Second misuse of phone/computer or Repeat of Level 3</p>	<p>Lunchtime detention or miss activities</p> <p>Period of community service Red card given</p>

5	First time Stealing, Damaging buildings or someone else's property Repeated misuse of phone/computer or Repeat of Level 4	Detention with Deputy Head Period of community service & banning of phone
6	Serious incident, bullying, abuse to a member of staff or peer or Repeat of Level 5	Detention with Head - could be after school or at weekend Miss school events
7	Causing serious danger to self or others Reluctance to accept authority or to modify behaviour or Repeat of Level 6	Suspension
8	Committing an excludable offence or Repeat of Level 7	Exclusion

Mobile Phones

Mobile phones are not to be brought in at all unless in certain circumstances such as:

- Children who travel to or from school independently
- Children who are going between homes, due to shared parental care
- Or other agreed circumstances which is done on an individual basis

All phones are to be turned off and handed into Reception upon arriving at school. They need to be collected just before departure, where they are placed immediately in their bags. Under no circumstances should they be turned on. Children who are boarding have different rules (see Boarder's behaviour policy in the Boarding handbook). At no point should a child keep the phone upon their person, in their bag or get it out to use. If this happens then the following sanctions will be enforced:

Action	Sanction
Phone forgot to be handed in	Warning given
Phone repeatedly not handed in (Sneaky with phone location)	Detention and further sanctions according to the school behaviour policy.
Phone used once per term	Phone taken away from child and returned at the end of the day. Parents told.

	Detention and further sanctions according to the school behaviour policy.
Phone used a second time per term	Phone taken away and returned at the end of the week. Parents told. Detention and further sanctions according to the school behaviour policy.
Phone used a third time per term	Phone removed and not returned until end of half term- child banned from having phone in school for rest of academic year. Detention and further sanctions according to the school behaviour policy.

If any phone usage in school breaches our safeguarding policies then there will be an automatic ban on having a phone in school and other sanctions could apply depending on inappropriate use of phone. The phone will be removed and handed to the parent at the next available opportunity. Each case will be looked at individually.

The above rules apply to the school bus and there is a NO phone/gadget rule on the buses, under any circumstances

SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the Deputy Head Pastoral and in all cases parental involvement is essential.

- **Pastoral Support Plans**

These plans are for pupils who require ongoing support.

Staff Mentoring

A team of staff mentors works within the school to support and encourage pupils who are not achieving their potential.

- **Placement on the SEN Register**

Pupils on the register are monitored by the Deputy Head Pastoral along with the Head of Learning Success and appropriate interventions are put in place.

- **External Support**

The use of external agencies, such as counselling or support services is always an option in cases of need. These have proven extremely useful in meeting the needs of children in need.

5.1 Reasonable Force

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable in the circumstances means using no more force than is needed. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Practices which threaten or frighten children should not be used. It is permissible to take necessary physical action in an emergency to prevent personal injury to either the child, other children, an adult or serious damage to property.

Physical contact with pupils is sometimes appropriate for: care; instruction; restraint. Staff should always be able to justify resorting to physical contact in any situation. The nature of the contact should be limited to what is appropriate.

Restraint should involve only the minimum force necessary to protect children at imminent risk from harming themselves or others, or inflicting damage to property. Incidents will be logged on CPOMS and reported to parents on the same day or as soon as reasonably possible.

Possible examples could be:

- A child with epilepsy suffers a fit
- Two children are involved in a fight and it is necessary to separate them
- A child has lost their temper, needs to be removed from the situation and refuses to heed repeated requests to that effect
- A child is attempting to run away from School (or may even be absorbed in a game) and is heading for an area which may result in them becoming harmed (road, fence etc.)
- A child is swinging a cricket bat at others and refuses to stop when asked
- A deaf child is heading for danger
- A pupil running on the path is in imminent danger of colliding with another person

We have followed advice from the government document 'Use of reasonable force, Advice for headteachers, staff and governing bodies 2013'

5.2 Searching Pupils and their possessions

Pupils and their parents are made aware that some possessions are not permitted in school time, and some articles are banned. Where necessary, staff will search and confiscate banned items.

In such cases, it is always best to ask the pupil whether they have the item/s in their possession, as an honest response provides a good basis for a satisfactory learning outcome.

Items included in the list of prohibited articles include, but are not limited to:

- knives or weapons

- alcohol
- illegal drugs or allied paraphernalia
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head and authorised staff can also search for any item banned by the School rules which has been identified in the rules as an item which may be searched for. These include, but are not limited to:

Mobile phones

Laser pens

any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

5.3 Malicious Accusations

Accusations made by pupils against staff are investigated robustly. (E.g. see Safeguarding and whistleblowing policies). As stated, accusations found to be malicious will be dealt with similarly, although it is important to address the underlying reasons for the malicious accusation to have been made in the first place. Support systems can then be implemented accordingly. However, pupils who make malicious allegations against staff may be subject to temporary or permanent exclusion. A referral may also be made to the Police if there is reasonable cause to believe that a criminal offence may have been committed.

5.4 Managing Pupils' Transition

Pupils leaving or joining the School benefit from clear communication regarding their pastoral care, welfare, progress and development. There is an effective process in place to ensure that children moving from Lower to Upper year groups are comprehensively inducted and supported during the transition. Meetings are held with parents well in advance of the move, so they are able to provide appropriate help at home.

Exclusion and Suspension

It would be a very rare event for a pupil to be excluded from the School, but it cannot be assumed that it would never occur and, as such, the school has a policy and procedure in place. As a general principle, exclusion of a pupil will only be considered as a last resort once a range of other strategies has been exhausted.

Breaches of School Rules which merit exclusion or suspension:

A non-exhaustive list of the sorts of behaviour that could merit suspension or exclusion includes the following:

- Severe physical assault against pupils or adults;
- Severe verbal abuse/threatening behaviour against pupils or adults;
- Severe bullying, including through social media and other forms of cyber-bullying;
- abuse on grounds of race, religion/ belief, disability, special education needs (etc.);
- sexual misconduct, including in relation to indecent images;
- drug and alcohol misuse;
- damage to property;
- theft;
- persistent disruptive behaviour; and
- unreasonable or otherwise inappropriate parental behaviour.

Please note that exclusion may also be imposed by the School as a sanction for a series of minor misdemeanours.

AUTHORITY TO MAKE A DECISION

Exclusion is such a serious step that only the Head has the authority to exclude a pupil.

BEFORE MAKING A DECISION

The Head will undertake the following before reaching a decision about the possible exclusion of a pupil:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the School's behaviour and equal opportunity policies
- Allow the pupil to give his/her version of events
- Check whether the incident may have been provoked
- Consult others

The decision to exclude a pupil is entirely at the Head's discretion, taking account of the information available to her at the time the decision is taken.

The length of the exclusion period is entirely at the Head's discretion, taking account of the seriousness of the allegations. They will, however, attempt to make any period of temporary exclusion as short as is reasonably possible.

COMMUNICATING A DECISION TO EXCLUDE

The parents or guardians would normally be requested to call in to School for a meeting with the Head. She will use the meeting to advise them of her decision verbally; this will also be

confirmed in writing. The Head will attempt to review with the parents/guardians what can be done to support the pupil whilst excluded and to consider what steps need to be taken to support the pupil on his/her return to School (if appropriate).

If parents/guardians are unable or refuse to attend a meeting then they will be advised by telephone and in writing according to the immediacy with which the exclusion will take place and the availability of the parents/guardians.

SUPPORT FOR A PUPIL WHO HAS BEEN SUSPENDED

The School will make every effort to support a pupil who has been suspended. This may include:

- Setting and marking work whilst the pupil is suspended
- Liaison with the parents/guardians to prepare the pupil for return to School
- Planning and implementing a programme of educational arrangements that will best help the pupil's reintegration into the School at the end of the suspension period

WHAT HAPPENS WHEN A PUPIL HAS BEEN PERMANENTLY EXCLUDED?

The contract between the School and the parent or guardian is terminated and the School is under no obligation to educate the pupil.

DISABILITY DISCRIMINATION

The School is committed to a non-discriminatory approach towards its staff and pupils. The Head will take full account of the needs of any pupil facing exclusion. Should such a pupil have Special Educational Needs (SEN) and/or have an EHC plan issued by the local education authority then the additional circumstances involved will be included in the decision-making process.

APPEALS AGAINST EXCLUSIONS

The School will always offer the right of appeal to any pupil excluded from the School. Any appeal against exclusion will be dealt with following the School's Complaints policy, and should be made in writing to the Head within one week of the pupil's exclusion.

Revision History		
Date Revised	Changes	Reviewed By
10/09/2025	Removed references to boarding	Amy Hughes
10/09/2025	Corrected minor formatting / capitalisation errors	Amy Hughes