



ST PETER'S

PREPARATORY SCHOOL

Behaviour Policy (Including Discipline and Exclusion)

Updated 4th September 2026
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Approved by Head: *Charlotte P. Jones*

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1. OVERVIEW

Management of behaviour 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 Aims of this policy:

- To promote good behaviour, self discipline and respect
- To promote an environment where everyone feels safe, valued and comfortable to learn
- To prevent bullying

The school does not have a complex set of rules with a fixed scale of associated sanctions. Rather, we are guided by our school values of Opportunity, Community, Endeavour, Achievement and Nurture and the simple rule that we should treat others as we would wish to be treated. We base all our pastoral expectations on the application and understanding of this. 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 high standards of behaviour at St Peter's, we place emphasis on clear and consistent expectations, positive relationships and helping pupils to understand the impact of their choices. We recognise that sanctions may sometimes be necessary and appropriate; however, wherever possible, these are accompanied by reflective and restorative conversations rather than being imposed without explanation. Our aim is not simply to respond to poor behaviour, but to help pupils understand what has happened, consider how their actions have affected others, take responsibility and make better choices in the future. In this way, behaviour management is part of a pupil's education and personal development.

This approach is rooted in our school values and in helping pupils understand how these should shape their own behaviour. **Community** means working together with kindness, courtesy and respect, recognising that our words and actions affect other people and that we all have a responsibility for the wellbeing of our school community. **Achievement** means recognising that everyone has the right to learn and do their best; pupils are therefore expected to behave in ways which support their own learning and do not disrupt or disadvantage the learning of others. **Endeavour** encourages pupils to take responsibility, reflect when things go wrong, learn from mistakes and make a determined effort to make better choices next time. **Nurture** means showing kindness, empathy and consideration towards one another, noticing how others may be feeling and understanding that our behaviour can either support or hurt those around us. **Opportunity** means recognising that every pupil should have the chance to participate fully in school life, feel included and

benefit from all that St Peter's has to offer, and that our behaviour should never prevent others from doing so.

Staff model these values in their own conduct and recognise and praise pupils who demonstrate them. Through consistent expectations, mutual respect, consideration, courtesy and common sense (the 3Cs), we seek to develop self-discipline and good behaviour because pupils understand why it matters and see it as the right thing to do, rather than simply through fear of punishment.

Children's wellbeing, progress and behaviour are discussed at phase group 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):

- Academic, cultural, personal and sporting success
- Cooperation
- Empathy
- Good communication
- Happiness and fun
- Honesty
- Independence of thought
- Kindness and tolerance of others and their views
- Persistence of effort and hard work
- Politeness and good manners
- Respect for other people's possessions
- Sharing

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

Pupils will be expected to:

- To be polite at all times.
- To treat other people as they wish to be treated.
- To think about the school values in regard to the decisions they make
- To conduct themselves around the site in a safe, sensible, manner and show regard to others
- To come to school dressed appropriately in the correct uniform
- To await the arrival of the teacher before lessons in a calm manner outside the classroom. They will enter quietly and before leaving they will stand behind their chairs until asked to leave.
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- show respect for the opinions and beliefs of others
- show respect for the working environment including respecting their peers' or school's property

- Pupils will be expected to use their Games lockers responsibly. Pupils are not allowed to go into other pupils' lockers for any reason.
- Hand in their mobile phone if they have brought one into school

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

Recognition, Praise and Rewards

While some of our pastoral work is naturally and properly devoted to identifying and resolving concerns, the majority of our time should be spent recognising, acknowledging and promoting all that is positive within the school community. We believe that it is important to look actively for opportunities to praise and encourage pupils, both within and beyond the classroom, and that the cumulative effect of doing so consistently and fairly is very powerful. As a school which prides itself on the care of the individual, we aim to ensure that every child, regardless of age, ability or personality, has their effort, contribution and progress noticed and valued.

We recognise that children can be motivated both intrinsically and extrinsically, but our aim is to nurture intrinsic motivation wherever possible. We want pupils to experience the satisfaction and reward that comes from their own effort, progress, mastery, growing independence and positive relationships with others. Praise should therefore be meaningful, specific and proportionate. Staff should avoid indiscriminate or 'plastic praise' and instead help pupils to understand what they have done well, why it matters and how their effort or choices have contributed to a positive outcome. Through consistent and fair recognition, pupils should increasingly learn to value the rewards of their own efforts rather than becoming dependent upon external rewards.

Our system of House Points provides a visible means of recognising behaviour and effort which reflect the St Peter's values of **Opportunity, Community, Endeavour, Achievement and Nurture**. House Points may be awarded throughout Years N-8 and contribute to each pupil's School House total. For example, strong effort, progress or high-quality work in lessons may be recognised through an **Achievement** House Point; perseverance and determination through **Endeavour**; taking full advantage of, or helping others to access, opportunities through **Opportunity**; working positively with others or making a wider contribution to school life through **Community**; and particular kindness, thoughtfulness, consideration or exceptionally courteous behaviour through **Nurture**. In this way, the reward system reinforces pupils' understanding of what our school values look like in everyday behaviour.

Certificates linked to the five school values are also awarded during Friday afternoon assemblies, providing an opportunity to recognise pupils whose actions, effort or contribution have particularly exemplified those values. 5 House points will be awarded for Lower School pupils and up. Staff will maintain appropriate records of House Points and certificates so that patterns of recognition can be monitored and we can ensure that individual pupils do not inadvertently 'fall through the net'. We will communicate rewards with parents so that the children can celebrate their achievements at home as well as at school. Recognition should not be reserved only for the most conspicuous achievements: sustained effort, improvement, kindness, resilience, contribution to the community and achievements outside the classroom are all worthy of celebration.

Age-appropriate approaches will be used in the different age phases for example stickers and immediate verbal praise may also be used to recognise positive behaviour, effort and achievement, while retaining the same emphasis on helping children understand what they have done well and why it matters for the younger children.

Speech Day and Achievement End of Term Assemblies

Our end-of-term and annual celebrations provide an opportunity to recognise achievement across the breadth of school life. Speech Day and the final Achievement Assembly celebrate not only academic and sporting success, but also endeavour, personal development, contribution to the community and achievement across the seven areas of the St Peter's School Baccalaureate. In keeping with our wider approach, these occasions seek to recognise the many different ways in which pupils can flourish and contribute to the life of the school.

Ways in which we recognise and celebrate pupils

Recognition and encouragement can take many forms and should be appropriate to the individual child, their age and the circumstances. These may include:

- **Praise:** Meaningful verbal praise is an important way of recognising pupils' effort, choices and achievements. Praise may relate to endeavour or achievement within or beyond the classroom, to a pupil's attitude to learning, or to the way in which they have demonstrated one of our school values. Praise should be specific and genuine, helping children to understand what they have done well and encouraging confidence, perseverance and continued effort.
- **Written comments:** Positive written feedback provides a tangible acknowledgement that a child's effort, progress, attitude or achievement has been noticed. Where appropriate, comments may make an explicit connection to one or more of our school values so that pupils increasingly recognise how these values are reflected in their learning and behaviour.
- **House Points:** House Points are awarded when pupils demonstrate our values of **Opportunity, Community, Endeavour, Achievement and Nurture**. They may recognise achievement and effort in learning, perseverance, kindness and consideration, contribution to the community or positive engagement with the opportunities available to pupils. Staff must record the House Points they award on the school

system and communicate the award and the reason for it to the child. This ensures that recognition is recorded consistently and that a pupil will not lose an award simply because they have forgotten to record it themselves.

- **Celebrating and sharing work:** Particularly good work, progress or effort may be shared with the class, displayed, shared with another teacher or member of staff, or recognised through a House Point. The emphasis should be on celebrating what the child has achieved and helping them to take pride in their own progress.
- **Head's Award:** An exceptional piece of work, achievement or moment of endeavour may be entered into the Academic Book of Excellence and shared personally with the Head. 10 House points are awarded. This recognition is reserved for something which represents an exceptional combination of effort and outcome **for that particular child**. It does not have to be the highest attaining piece of work in the class or year group. Rather, it should represent something genuinely exceptional in relation to that pupil's own abilities, progress, perseverance or previous achievement and therefore deserving of special recognition.
- **Compliments and recognition from others:** Pupils are actively encouraged to notice and acknowledge the positive qualities, contributions and achievements of others. Learning to give genuine compliments helps children develop empathy, kindness and appreciation of one another and contributes to a positive and supportive school community.
- **Certificates:** Certificates linked to the St Peter's values are awarded during Friday afternoon assemblies for particularly noteworthy examples of attitude to learning, attainment, effort, progress, achievement or contribution to school life. Each certificate also carries **five House Points**. Certificates provide an opportunity for the wider school community to recognise and celebrate achievements which exemplify our values.
- **Good news home:** Staff are expected to look for opportunities to communicate positive news home, particularly where a pupil has demonstrated a strong approach to learning, resilience, a positive mindset, sustained effort, perseverance, kindness or another aspect of our school values. This need not be reserved for exceptional attainment or significant achievements; sometimes the most valuable recognition is for the effort, attitude or personal progress that sits behind an outcome. We value the partnership between the child, home and school and recognise the importance of this triangulated approach in supporting pupils' development. Positive communication home helps parents and carers to reinforce the messages and encouragement given in school and, importantly, helps children to feel that their efforts, choices and progress have been genuinely noticed and valued

These approaches are not intended to create a system in which children work primarily for rewards. Rather, they provide opportunities to notice, acknowledge and celebrate effort, progress and positive choices. Over time, our aim is for children increasingly to recognise and value the satisfaction that comes from their own endeavour, improvement, achievement and positive contribution to others.

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. Colours are awarded at the end of Lower School and Upper school 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. Plus Academic colours.

Colours will be awarded to a pupil if he or she fulfils the criteria below: (See separate colours policy?)

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 try unfamiliar food and adaptations are in place for children and a policy is in place. 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 Chart (See Appendix 1)

Level	Unacceptable Behaviour	Example of Sanction
0	Behaving as expected	NA
1	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 <i>Outside of learning time</i> e.g. running on a pathway, dropping litter; chewing gum; being disruptive in changing rooms	A verbal warning You may be asked to: • Move your seat in class. • Catch up with work • Redo work
2	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. <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	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
3	Rude language, lying, careless behaviour or being rude to staff or pupils. Phone not handed in or initial misuse of phone/computer. Pre-planned misbehaviour or purposefully encouraging others to misbehave / make poor choices	Community service or break time detention Written apologies completed Yellow card given
4	Physical or Aggressive behaviours. e.g. pushing, shoving, hitting, kicking, shouting in face, intentionally hurting or upsetting someone Second misuse of phone/computer or Repeat of Level 3	Lunchtime detention or miss activities Period of community service Red card given
5	First time Stealing, Damaging buildings or someone else's property Repeated misuse of phone/computer	Detention with Deputy Head

	or Repeat of Level 4	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 when on the bus 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.

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.
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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 Heads of Phases and the Deputy Head Pastoral and in all cases parental involvement is essential.

- **Pastoral Support Plans, Behaviour Plans and SATIS cards.**

These plans are for pupils who require ongoing support.

- **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 for 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 Responding to Prejudice Related incidents

Prejudice related incidents are defined as any incident that is perceived by the victim, or another person, to be prejudiced towards an individual due to one or more of the protected characteristics as outlined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Prejudice related incidents can take a variety of forms, which include but are not limited to: use of prejudicial language; ridicule and jokes; verbal abuse; physical assault; graffiti or damage to property; discriminatory behaviour e.g. refusing to work with a person; incitement to behave in a prejudicial manner; bullying, including cyber bullying.

Prejudice related incidents are taken extremely seriously, recognising the effect they have not only on the individual(s) but also the wider school community, which we aim to be one of respect, kindness and celebration of diversity. We recognise that just because someone may not have intended to offend it does not mean that the incident did not cause harm. Our response will always be to educate so that everyone understands the potential harm that can result from such behaviour. Effective preventative education is key in reducing the chance of prejudice related incidents occurring. We seek to educate children on prejudice, stereotypes, respect for others and celebration of diversity in a range of ways including through: our Emotions for Learning Curriculum; our PSHEE curriculum; assemblies; inviting in speakers from a range of backgrounds and experiences; ensuring our whole curriculum, across all subjects, reflects our diverse world.

This is a whole school policy which also applies to the Early Years Foundation Stage. We will investigate, record and report all incidents, [‘Dealing with a Pastoral Incident’](#) guidance for staff. Any incident that is found not to be prejudice related will be logged on CPOMS, along with details of the investigation. Any incident that is found to be prejudice related will

be logged on CPOMS and DCC's BPRI online form. This allows trends to be analysed by the school and the Local Authority.

Where investigation shows that an incident has been prejudice-related, we will:

- Inform parents of both the victim and perpetrator. Parents will be informed wherever possible on the day that the incident is brought to the attention of the member of staff, even if the investigation is not yet complete. We will make every effort to complete the investigation on the day that we are made aware of the incident.
- Ensure that the victim has appropriate support in place.
- Put in place educative and restorative sanction or consequence for the perpetrator. Sanctions will be depending on the nature of the incident and circumstances:
 1. If the incident is a first time offense for the perpetrator, or done without intent or understanding, the perpetrator will give up some of their time to engage with educative resources and materials related to the nature of their action. This learning will be discussed with a member of staff (their teacher, tutor or a Senior Member of staff).
 2. If the prejudice-related behaviour is repeated, the child will be required to attend a meeting about their behaviour with their parents and a Senior Leader and then give up a significant amount of time to engage in restorative justice tasks, such as giving up some of their lunchtimes each day for a week to prepare an assembly on the topic to deliver to the class, year group or school.
 3. Repeated reoccurrence of prejudice related behaviour will result in suspension from the School (depending on the nature and context of the behaviours).
- In all cases, the perpetrator will be given the opportunity to be involved in repairing and resolving the situation.
- In all cases, staff dealing with the situation will ensure that all children involved (and their parents), including witnesses, understand what is being done to address the incident and the reasons for this.
- The member of staff dealing with the incident will follow up with the children involved after an agreed period of time, following our normal practice for problem solving behavioural incidents.
- Where appropriate, incidents will also be followed up with additional focussed curriculum work with the class or year group to develop their understanding of prejudice and discrimination.

Prejudice related incidents are analysed on both a termly and annual basis by the Designated Safeguarding Lead. Where any trends are identified, action is planned to address the specific behaviours through further education.

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 and/ 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
4/09/2026	Changed Name of Policy	Amy Hughes
4/09/2026	Added aims and changed policy after rewards and sanctions whole school review	Amy Hughes
4/09/2026	Strengthened links to the school values throughout	Amy Hughes
4/09/2026	Revised the Rewards and Recognition section Added greater emphasis on intrinsic motivation and meaningful praise	Amy Hughes
4/09/2026	Clarified the use of House Points and values certificates	Amy Hughes
4/09/2026	Clarified pupil expectations	Amy Hughes
4/09/2026	Added expectations for recording and monitoring rewards	Amy Hughes
4/09/2026	Added guidance on celebrating and sharing pupils' work	Amy Hughes
4/09/2026	Clarified the criteria for the Book of Excellence	Amy Hughes
4/09/2026	Added recognition through compliments and positive feedback from others	Amy Hughes
4/09/2026	Added expectation for staff to communicate positive 'good news' home	Amy Hughes
4/09/2026	Strengthened the use of reflective and restorative conversations	Amy Hughes
4/09/2026	Added a section on responding to prejudice-related incidents	Amy Hughes
4/09/2026	Updated terminology and wording for consistency	Amy Hughes

Appendix One

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 reflective conversation opportunity 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 Teacher's notebook on the desk A second verbal reprimand is given explaining reasons and warning of stage 3. 3: Name underlined. The 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

		4: Name 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. Card turned on Good to be Green Scheme Time for conversation	
2	<u>Persistently</u> not meeting behaviour expectations outside learning time and on the bus. Persistent Minor incidents Minor abuse of another child's possessions; continually off task.	Dealt with by staff at source. 1: Verbal Warning. 2: A second verbal reprimand is given explaining reasons and warning for stage 3. 3: Sit out of play. Shared with relevant staff. Teacher logs it onto Cpoms and informs the tutor. 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. Card turned on Good to be Green Scheme	Dealt with by Staff at Source. Record on CPOMS Tutor Informed. Head of US / LS informed
Following sanctions apply to all pupils and parents will be informed.			
3	Use of foul/inappropriate language or significant rudeness to staff or pupils (including online / messages / email) Phone repeatedly not handed in (Sneaky with phone location) Phone used once. Accidental damage to school property through careless inappropriate behaviour	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. Staff at source or Head of PP, LS and US informs the parents and Assistant Head Pastoral. 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.	Staff at source/Tutor with support from Head of PP, LS and US Record on CPOMS

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

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

(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.