



WESTONBIRT PREP

BEHAVIOUR & EXCLUSION POLICY

This policy applies to the whole school including EYFS

Date of Policy	September 2025
Member of staff responsible	Briony Shephard
Role	Assistant Head (Pastoral)

Last Review	Significant Changes
July 2025	New policy wording and combining Behaviour and Exclusions
October 2025	Change to member of staff responsible
November 2025	Merging of Nursery behaviour management into this policy from separate guidance, to form one document
April 2026	Removal of 'reasonable force' guidance and replaced with separate policy 'Restrictive Intervention'

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SCOPE

This Policy applies to:

- The entire setting including the EYFS and after school clubs;
- All staff, volunteers, pupils and visitors to Westonbirt Prep;

The named designated person in charge of whole School behaviour is: Mrs Briony Shepherd, Assistant Head Pastoral.

The named designated person in charge of behaviour in EYFS is: Mrs Natasha Fyfe, Assistant Head Pre-Prep.

This policy should be read in conjunction with the Safeguarding, Anti-bullying and Special Educational Needs policies which are available on the School's website.

The policy covers the behaviour and promotion of positive mental health of all pupils at Westonbirt Prep School and at all times when at school, including when engaged in online or remote learning, representing the school or wearing school uniform, travelling to or from school, on school-organised trips or associated with the school at any time.

Westonbirt Prep acknowledges its legal duty under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs. This policy has been written with consideration of the non-statutory advice from the DfE: Behaviour and Discipline in Schools (2022). Westonbirt Prep prohibits the use of corporal punishment. Corporal punishment is neither used nor threatened at Westonbirt Prep.

1. AIMS AND RATIONALE

Our Behaviour Policy is designed to:

- Promote a positive climate and learning culture within school where all children can learn;
- Provide a safe school environment for all;
- Teach an understanding of what appropriate behaviours are;
- Define a framework for recognising success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships
- Involve parents, pupils and staff in the application of this policy and establish strong communication.

This policy underpins the School's commitment to ensuring that Westonbirt Prep is a place in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment.

2. ROLES & RESPONSIBILITIES

Head and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.
- To intervene with Behaviour Management at Level C3 and C4.

Staff

- To lead by example when dealing with behaviour and to actively deal with behaviour in the moment, rather than recording and passing on.
- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and sanctions.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.

Pupils

- To know and follow the School's expectations and strive to make "good choices" in accordance with the pupil choice chart.
- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.

Parents

- To support the School in managing behaviour.
- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/ school partnership.
- Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

3. BEHAVIOUR STRATEGY AND THE TEACHING OF GOOD BEHAVIOUR

Behaviour Management in Nursery

Our Behaviour Management approach in Nursery is grounded in the principles of consistency, clarity, and positive reinforcement, ensuring that every child can enjoy a secure and nurturing environment where active learning can flourish. We strive to ensure that all staff, parents, and carers understand and support our shared expectations, helping children develop self-regulation, cooperation, and respect in ways that are appropriate to their developmental stage.

Positive Reinforcement and Nursery Ethos

We promote an ethos where positive behaviour is recognised, encouraged, and celebrated. Staff act as positive role models at all times, demonstrating kindness, patience, respect, and effective communication. Positive behaviour is consistently reinforced through verbal praise, stickers, house points, and other age-appropriate rewards, helping children understand the impact of their actions and motivating them to make thoughtful choices. Children are encouraged to recognise their own successes and those of others, building confidence and self-esteem while contributing to a harmonious and caring community.

Staff Responsibilities

Staff provide a firm structure with consistent boundaries, helping children feel secure. They model respectful communication, problem-solving strategies, and emotional regulation. Antisocial behaviour—physical or verbal—is gently but firmly discouraged, and staff work closely with parents when concerns arise.

Expectations of Children

Children are encouraged to:

- Cooperate with peers and adults according to their stage of development.
- Show respect for others, themselves, and the environment.
- Play harmoniously during free-play periods.
- Demonstrate positive table manners and remain seated during snack and lunch times.
- Look after school equipment and property.
- Behave considerately and calmly during rest periods.

Staff take time to discuss issues with children, acknowledging their feelings and modelling strategies for resolving conflict and managing emotions.

Responding to Inappropriate Behaviour

Where behaviour falls outside expected norms for a child's developmental stage, we follow a consistent, supportive process:

- Gentle reminders are given to guide the child towards appropriate behaviour.
- Serious incidents are communicated to parents by email with an explanation of what occurred.
- Persistent concerns lead to an informal meeting with parents, ensuring home and school work together. A shared strategy is agreed—this may include:
 - Temporarily removing the child from a situation to sit beside an adult.
 - Offering a short “calm time” to regain composure.

At all times, staff explain why the behaviour was unhelpful, acknowledge the child’s emotions, and help them find constructive ways forward.

If behaviour results in another child being injured or significantly upset, both sets of parents will be contacted—ideally at the same time and before or at collection. All such incidents are recorded on CPOMS, including actions taken and any first aid or sanctions applied.

The Head and Pastoral Lead are kept informed of ongoing concerns. In cases of severe or persistent behavioural difficulties, the School may request a meeting with parents to discuss further support, such as involving the Inclusion Officer, an educational psychologist or behaviour specialist.

Physical Intervention

Physical intervention is used only when absolutely necessary to prevent harm—for example, stopping a child from running into danger or preventing injury during a moment of distress. Such incidents are recorded. Comforting a child through holding when they are upset is considered nurturing, not physical intervention.

Through consistent expectations, supportive relationships, and an emphasis on positive reinforcement, our Nursery behaviour approach ensures that every child feels safe, valued, and ready to thrive.

Behaviour Management in Reception – Year 6

The behaviour policy at Westonbirt Prep (the ‘Prep School’) is centred around three essential rights that all children are entitled to: the right to feel safe, the right to learn and the right to be treated with respect. In order to protect these rights, we have three School Rules:

1. Be ready to learn
2. Be respectful to yourself, others and the school
3. Be safe

These three school rules are displayed in every classroom. Examples are published in Appendix A: School Rules.

Pupils and staff all have responsibilities that flow from these rights:

RIGHTS	RESPONSIBILITIES
To learn	Listen to the teacher and other students’ views before expressing your own Plan ahead, organise and evaluate your learning Follow instructions and accept advice or help Come to school prepared and motivated to learn, with everything you need Allow others to learn free from disruption
To be treated with respect	Celebrate others’ achievements as well as being proud of your own Treat others as you want to be treated Embrace diversity and equality, seeing difference as a strength in our community Respect the cultures, religions and views of others Respect others’ rights to learn and for learning
To feel safe	Consider what consequences your actions may have – before you decide to speak or act Make healthy decisions about your well-being – physical and mental health Allow others to be free from threats, insults and bullying Respect others’ property and the environment we learn in Think carefully when online – about your ‘footprints’ as well as choices

Having consistent routines and expectations ensures that children know what is expected of them at all times, which helps them to manage and regulate those emotions. Children feel safe when they understand the structure of the day and have regular routines. Therefore, it is very important that staff spend time establishing structure, routine and expectations into the daily timetable and continue to ensure that they are embedded in daily practice. Examples of ways in which staff can create a positive classroom environment that promotes positive learning behaviour are included in Appendix B: Positive Classroom Behaviour.

We also believe that promotion of good behaviour, encouragement and praise are far more valuable than sanctions and so rewards are the most effective component of this policy. Staff act as outstanding role models to the children and a carefully considered programme of assemblies, chapel services, lectures, PSHE lessons and displays help to compliment the ways in which we teach good behaviour.

Behaviour as a Form of Communication

All behaviour should be viewed within the context of the child and the situation, understanding the difference between a relational communication pattern rather than an internal problem.

4. POSITIVE REINFORCEMENT & REWARDS

Positive behaviour is reinforced and rewarded in a variety of informal and formal ways, including:

- Verbal praise: is a part of our everyday interactions with children both inside and outside of the classroom and a defining feature of the Prep School.
- House points: awarded for thoughtful, kind, helpful or hardworking behaviour. Pupils deposit their house point token into their house collection tube, to contribute towards the termly total for their House.
- Star of the Week certificate: awarded in weekly Celebration Assembly to a child from each class to highlight the child's success and hard work, usually in their classwork.
- Kindness Cup: awarded weekly in Celebration Assembly at the discretion of the Form Tutor to one child from each year group for a specific act of kindness.
- Head's Award: a certificate from the Head awarded during a special visit to the Head's Study to share excellent work, a particular achievement or behaviour deserving of particular celebration.
- Termly and Annual Prizes: recognise academic, sporting, pastoral and co-curricular achievements.

A detailed list can be found in APPENDIX C: POSITIVE BEHAVIOUR & REWARDS.

5. INVESTIGATIONS

In order to establish the true order of events that have taken place following the report of an incident by a pupil, parent or member of staff, every effort will be sought to establish the true sequence of events.

Where appropriate a statement will be taken from the pupils involved and this may be written independently by a pupil or verbally given to a member of staff (often the Assistant Head Pastoral) to record. This is often the preferred method to ensure that appropriate, legible detail is recorded. During this process the focus should be on identifying an accurate version of events and may require additional reports or conversations to provide accurate detail.

All pupils should feel that their point of view has been listened to and that they have been supported through the process.

The Assistant Head may adapt this process and the staff involved at any time to ensure the best interests of the children and to establish the necessary information is gathered.

6. NEGATIVE BEHAVIOUR AND CONSEQUENCES

Managing Negative Behaviour

We divide unacceptable behaviour into four broad bands, ranging from low-level behaviour requiring a 'Rule Reminder' (C1) to serious misbehaviour (C4). A list of negative behaviours and associated graduated consequences can be found in APPENDIX D: NEGATIVE BEHAVIOUR & CONSEQUENCES.

Exclusion

In extreme cases of negative behaviour, children will be excluded. The Head is responsible for managing suspensions or permanent exclusions in line with the exclusion policy, detailed in APPENDIX E: EXCLUSION & SUSPENSION.

7. CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

8. PUPIL EQUAL OPPORTUNITY AND EQUALITY

From time to time, some children may display challenging behaviour which will require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective. Support may be arranged with the School Emotional Literacy Support Assistant. Other actions may include adjustments to the pupils timetable, class sets or Form Tutor group on a temporary or permanent basis.

As a school, Westonbirt Prep recognises its duty under the equality act to make a 'reasonable adjustment' to support the needs of pupils with special educational needs. Should a pupil fall outside of this policy because they have specific difficulties, advice would be sought from a specialist in order to ensure an appropriate behaviour plan, if needed, is in place.

Wherever possible, staff should not investigate or manage behaviour incidents or investigations involving their own children or relatives. This is to ensure fairness and parity for all children, but also to allow that staff member to advocate for their child on a neutral basis. The matter should be referred to a colleague to oversee in line with this policy.

9. SEARCHING & CONFISCATION

Westonbirt Prep adheres to the following guidance which is outlined below:

[Searching, Screening and Confiscation – Advice for schools. July 2022](#)

Searching

School staff can search a pupil for any item if the pupil agrees.

The Head and staff authorised by the Head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers or any vaping equipment

- fireworks, explosives and ammunition
- 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).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School discipline.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School, handed to the police or disposed of.

10. MOBILE PHONES & SMART WATCHES

Mobile phones and smart watches are not permitted in the Prep School or for flex-boarders in the Junior Boarding House. Full boarders who have mobile phones will adhere to the rules of their boarding house.

11. ACCEPTABLE USE OF IT & E-SAFETY

Please see separate E-Safety Policy.

12. BULLYING

Please see separate Anti-Bullying Policy and Child-Friendly Anti-Bullying Policy.

13. RESTRICTIVE INTERVENTION (REASONABLE FORCE)

Please reference the separate Restrictive Intervention Policy. Where restrictive intervention is used, a detailed written report should be made on CPOMS of the incident by the person who used restrictive intervention.

14. ALLEGATIONS AGAINST STAFF

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and

manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Exclusion Policy, as appropriate.

Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

School staff are encouraged to report any Low-Level Concerns (LLC) to the Head regarding a colleague and a record of this will be kept.

APPENDIX A: SCHOOL RULES

Here is an example of a completed school rules/Rights and Responsibilities poster:



Westonbirt Prep School's Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
To learn	- Help others if they're stuck - To remind each other that mistakes help us grow and learn - Mrs Shephard will plan lessons to help us as individuals - Follow classroom rules - Allow others to learn, by listening to others and not shouting
To be treated with respect	- To show kindness - Including everyone at playtime - To listen to opinions of others, even if you don't agree - To learn and listen about other people's cultures - Celebrate other people's achievements - Treat people the same as you want to be treated - Respect everybody's right to learn
To feel safe	- To play safely - Follow safety regulations, ie, fire drills or lockdown - Follow school guidelines for safe play and play areas - Make healthy decisions about our food choices - Check in with everyone and make sure they are ok - To make the classroom a safe space and keep it tidy - To make new students feel welcome and show them around

Eudora
Samuel
Johnny
Super

Pina
Georgia
Amelia
WLF

APPENDIX B: POSITIVE CLASSROOM MANAGEMENT

This guide provides practical strategies to support positive behaviour in classrooms across our school. It is designed to help new staff and to offer a refresher for colleagues seeking to strengthen their practice.

Core Principles

- **Consistency** – Children thrive when rules and routines are clear, predictable, and fairly applied.
- **Relationships first** – Strong, respectful relationships underpin positive behaviour.
- **Proactive, not reactive** – Prevent difficulties by creating engaging, structured, and supportive environments.
- **Positive reinforcement** – Notice and praise the behaviour you want to see.

Key Strategies

1. Establish Clear Expectations

Agree on **3–5 simple rules** (e.g. *Be ready, Be respectful, Be safe*).
Use child-friendly language, visuals, or actions (especially for younger children).
Revisit and model expectations regularly, particularly after holidays or transitions.

2. Create Predictable Routines

Greet each child warmly at the door.
Use consistent signals for transitions (e.g. clapping pattern, visual timer, song).
Provide clear step-by-step instructions before starting activities.

3. Use Positive Reinforcement

Give **specific praise**: “I like how you are sitting ready to listen.”
Celebrate effort as well as achievement.
Use class recognition systems (e.g. marble jar, sticker charts, class compliments).
Balance group recognition with **individual encouragement**.

4. Build Relationships and Belonging

Learn and use children’s names quickly.
Show interest in children’s lives beyond academics.
Offer roles of responsibility (helper, line leader, monitor).
Create inclusive displays celebrating children’s work and identity.

5. Manage Low-Level Disruption Calmly

Use proximity – move closer to a child who is off-task.
Use non-verbal cues (eye contact, hand gesture, gentle touch on desk).
Redirect with choice: “You can join the group here, or sit at the table to finish.”
Avoid escalating language; keep tone calm and matter-of-fact.

6. Promote Engagement

Plan activities that are interactive, hands-on, and varied.
Provide appropriate challenge and scaffolding for different abilities.
Offer movement breaks, especially for younger children.

7. Repair and Restore

Address issues privately where possible.
Use restorative questions: *What happened? Who was affected? What can we do to put it right?*
Ensure the child feels they can start afresh after a difficulty.

Examples of Good Practice

- A Reception teacher uses a **“Ready to Learn” visual chart** with photos of children moving up when they show positive behaviour.
- A Year 4 class has a **calm-down corner** where children can regulate emotions before re-joining learning.

- A Year 6 teacher uses a **daily meet-and-greet** to set a positive tone and check-in emotionally with pupils.
- Staff across EYFS use **tidy-up songs** and clear routines to make transitions smooth and stress-free.

Remember: Effective classroom management is about creating a safe, positive, and engaging environment where all children feel they belong and can succeed.

APPENDIX C: POSITIVE BEHAVIOUR & REWARDS

	Examples of Behaviour/Actions*	Examples of Rewards*
R1	- Good contribution in class - Working well with a partner (collaborating respectfully) - Being helpful towards other children or adults - Being kind towards other children or adults - Having a positive attitude towards learning	- Verbal praise - Showcasing of work to class 1 House Point - Special sticker may be issued (particularly in Nursery and Pre-Prep)
R2	- Producing a very good piece of work - Demonstrating very good effort in class - Producing an impressive piece of work in relation to ability - Very good effort with home reading/homework - Positive behaviour around school - Being a resilient or industrious learner - Showing good leadership qualities in school - Good effort/performance in an assembly, play or sports match	- Verbal praise - Showcasing of work to class 2 House Points - Special stickers/stamps - Star of the Week Certificate in Assembly - Being awarded the 'Kindness Cup' in Assembly
R3	- Producing an excellent piece of work - Achieving an unusually high (for the individual) mark in an end of unit test - Being an excellent 'Buddy', looking after a visitor or new pupil - Demonstrating excellent qualities as an independent learner - Excellent performance when representing the school	- Verbal praise - Showcasing of work to class or specialist teacher 5 House Points - Star of the Week Certificate in Assembly - Being awarded the 'Kindness Cup' in Assembly 'Postcard Home' from teacher - End of term award in Prize Giving
R4	- Producing an outstanding piece of work (relative to the child's ability) - Demonstrating excellent effort in a piece of work (relative to the child's ability) - Outstanding leadership/initiative - Being a noteworthy role model to others - Being an excellent role model for the school	- Head Teacher's Award: child visits Head to showcase work and will receive a special certificate 10 House Points - End of term award in Prize Giving

* This list is not exhaustive but intended to give an illustration of positive behaviours and how the school might reward them.

APPENDIX D: NEGATIVE BEHAVIOUR & CONSEQUENCES

	Examples of Behaviour*	Examples of Sanctions/Action by the School*
Rule Reminder C1	- Low-level disruption in class: off-topic talking, fiddling, preventing others from learning, mild rudeness - Forgetting essential kit and/or equipment for lessons - Acting/playing in a way that could become dangerous or result in an accident	- Behaviour dealt with by the member of staff who witnesses it/it is first reported to - Verbal reminder/request to stop - Child's name might be added to the 'class book' to ensure that any repeat of the behaviour on the same day is escalated - Child's Form Tutor might be notified directly
Behaviour Flag C2	- Repeated or a second C1 behaviour - Lying to staff - Rudeness - Unintentional damage to property (school or other pupils') - Being in 'out of bounds' areas of school - Deliberate overly physical contact with another pupil without intent to harm - Inappropriate language - Unkind comments face to face or online - Unsafe behaviour	- Behaviour investigated and sanctioned by the member of staff who witnesses it/it is first reported to 'Flag' registered on CPOMS on child's record - Depending on the situation, the Form Tutor may choose to make the child's parent aware of the Flag, particularly if a pattern of behaviour is emerging.
Reflection Time C3 SLT	- Three flags or more in a rolling 6 term-time weeks - Persistently disrupting learning - Intentional damage to another pupil's/school property - Offensive references to the Protected Characteristics - Intentional physical contact (hitting, kicking, poking, etc) with another pupil - Swearing aggressively at another pupil/staff - Bullying, intimidating or repeated harassment of another pupil - Inappropriate use of the internet - Theft from another pupil or school - Unsafe behaviour that affects other children - A behaviour from C2 that is deemed to require a more serious response	- In the case of a three flags within a 6 term-time-week period, this will be picked up at Behaviour Triangulation Meetings and the Form Tutor will alert parents. - Behaviour investigated and sanctioned by the member of staff who witnesses it/it is first reported to. They will award the C3 sanction and log this on the child's record on CPOMS and logged as Serious Misbehaviour - The child will miss playtime minutes to undertake a Reflection Time (detention) with a member of duty SLT. This period of reflection is intended to allow the child and adult supervising to discuss the child's choices and how they might - Child's parents will be informed by email/telephone/ face to face meeting by the Form Tutor and their response noted <i>In addition:</i> - External agencies may be engaged to support the school in dealing with ongoing negative behaviour - A behaviour support plan might be drawn up in consultation with the child's parents and the SENCo, particularly if the child has numerous behaviour Flags - Wider staff might be made aware, to support with school-wide strategies - ELSA support to be considered
C4 Head	- Persistent bullying, intimidation or harassment of another pupil following previous intervention by the School - Malicious damage to property - Physical assault with intent to cause serious harm to another pupil or staff member - Sexual activity/sexual abuse (child on child) - Using or supplying drugs, alcohol or any banned chemicals or substances - Bringing a weapon to school - Threatening a pupil or adult with a weapon - A behaviour from C3 that is deemed to require a more serious response	- Child removed from class whilst an investigation takes place. The School might ask for the child to be kept at home during this time - Behaviour will be investigated and sanctioned by the Head - Investigation and C4 consequence logged on CPOMS as Serious Misbehaviour - A Head's Detention (reflection time with Head), internal isolation, suspension or permanent exclusion may be applied at the Head's discretion, depending on the nature of the incident - The Head will meet with the child's parents to discuss the misbehaviour. The parents' response to the behaviour will be logged on the child's record <i>In addition:</i> - Any relevant 'in addition' measures from C3 - A risk assessment to be created by Deputy Head in consultation with Form Tutor and pupil(s) concerned

* This list is not exhaustive, but intended to give an illustration of the level of behaviour and how the school might manage it. Actions may be adapted as deemed necessary by the Head.

APPENDIX E: EXCLUSION

In extreme cases, children will be excluded. The Head has the responsibility for handing out suspensions or permanent exclusions in line with this policy.

The decision to exclude a pupil may be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy
- If allowing the pupil to remain in school may harm the education or welfare of other persons or the pupil him/herself in the school
- When alternative sanctions and interventions have not resulted in a change in behaviour

Exclusion is a serious sanction and only the Head or, in their absence, the Deputy Head, is able to exclude a child from Westonbirt Prep.

Exclusions, whether for a fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are breaches of the school's Behaviour Policy:

- Persistent bullying
- Malicious damage to property
- Physical Assault
- Inappropriate sexual activity / harassment / abuse
- Using or supplying drugs or alcohol or any illegal substances
- Bringing weapons into the school
- Threatening another pupil with a weapon

This list is not exhaustive and there may be other circumstances that could arise when the Head makes the judgement it would be appropriate to exclude a child in school.

TYPES OF EXCLUSIONS

There are three types of exclusion:

1. Fixed Period Internal Exclusion

An internal exclusion is where a child is temporarily removed from lessons and free time to complete assigned work in a supervised location in the school. This would usually be for a period of 24 or 48 hours depending on the transgression of the pupil.

2. Fixed Period External Exclusion

A fixed period exclusion is where a child is temporarily removed from school and for a specific period of time. The DFE regulations outline that this can be for up to 45 school days in one school year, even if a child has changed schools.

In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day.

If the fixed period exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth day, e.g. a pupil referral unit.

3. Permanent Exclusion (Suspension)

A permanent exclusion means that a child is being removed from the school roll. However, the Head will not remove a pupil's name from the school admissions register until the outcome of the Independent Review Panel has been published (if this route is followed by parents).

EXCLUSION PROCEDURE

At Westonbirt Prep the decision to exclude a child will be lawful, reasonable and fair. Every effort will be taken to ensure early intervention be used to address the underlying causes of any inappropriate behaviour before an exclusion is considered.

If a child is to be excluded, parents/ carer will be notified immediately by telephone and by letter as soon as possible without delay. The parent/carer will be informed:

- Whether the exclusion is permanent
- If the exclusion is fixed term, the precise period of the exclusion
- The reasons for the exclusion
- The parent's right to make representations to the Board of Directors, and how the pupil can be involved in this;
- Who to contact about making such representations
- The arrangements made by the school for the pupil to continue their education during the first five days of the exclusion, including setting and marking of work. (It is the parents' responsibility to ensure that work sent home is completed by the pupil and returned to school)
- The school days(s) from which the pupil will be provided with alternative suitable education.

Exclusions can start on the same day, but school will work in partnership with parents to collect their child as we appreciate that this may not be able to happen immediately. During the first five days of a period of exclusion (whether fixed term or permanent, the parents must ensure that the child is not present in a public place during school hours, unless there is reasonable justification.

Parents have the right to appeal against the decision to exclude their child from school and should refer to the school's complaints procedure in this instance.