COTTESMORE SCHOOL

PROMOTING GOOD BEHAVIOUR AND SANCTION POLICY

Purpose:

Cottesmore School has high expectations of all pupils. The purpose of the behaviour policy is to enable everyone – pupils, staff and parents to share responsibility for creating an atmosphere which is conducive to successful school and childcare.

At Cottesmore School we believe that courtesy, consideration and common sense are important aspects of a child's education. We aim to provide a friendly, caring, calm and orderly environment in which children can enjoy learning. We encourage pupils to respect property and take a pride in their school and the community in which they live. Good behaviour and learning achievement are valued and celebrated by the whole school community.

This policy written in conjunction with the DfE's guidance on Behaviour in Schools.

Policy Aims:

- To create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
- To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- To help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for others.
- To manage pupils' behaviour effectively by a whole school approach to behaviour management that is clearly understood by pupils, parents and staff.
- To make boundaries of acceptable behaviour clear and ensure children feel secure.
- To promote a partnership of shared responsibility for behaviour.

School Rules:

In order to achieve a safe, pleasant working environment certain simple rules must be followed.
Our rules encourage children to:
· Take responsibility for their actions
· Realise they will be accountable for their actions

Emphasis is placed on self-control. Any behaviour is a chosen response.
Children are expected to:
· Care for the environment
· Care for the property and fabric of the school
· Help others

Praise is offered when a child is seen to be behaving well. We acknowledge care and consideration for others.

Form tutors discuss school rules with the children at the beginning of every term.

Promotion of Good standards of behaviour

Undertaking at least annual review of the behaviour policy and provide training for staff in effective behaviour management.

Developing our focus on promoting positive behaviour by evaluating and developing our use of incentives and rewards.

Using Chapel Line-Up, Chapel, rewards and responsibilities and PSHE/RSE to provide shared values and respect for each other and to celebrate children's positive attitudes to learning and behaviour.

Whole staff approach

Every teacher has a responsibility for ensuring good behaviour of the children in the classes they teach and the maintenance of standards throughout the school.

All staff are expected to follow the behaviour policy and to follow agreed procedures for management of poor behaviour when necessary.

All staff are encouraged to apply rules, rewards and sanctions as consistently as possible and to treat all children fairly and with respect.

All staff are encouraged to be good role models for pupils, setting high standards for behaviour, work and respect.

Teachers will endeavour to form good working relationships with parents to ensure everyone works to the child's best interests.

The Cottesmore school community of Governors, staff, parents and pupils adhere to a code of conduct rather than to lists of rules.

Cottesmore does not wish to operate according to an exhaustive list of school rules. Instead, the school observes what is an informal Mission statement: Work Hard, Be Kind, Have Fun.

This statement includes the following expectations:

• being kind and inclusive to everyone in the school community

• being punctual

• being polite

• maintaining a neat and tidy appearance

• observing good table manners

• safeguarding the fabric, décor and furniture of the school

• always acting as a good ambassador of the school

• not disrupting the work, privacy, sleep or general well-being of others.

UNACCEPTABLE BEHAVIOUR

There are certain specific types of behaviour that we feel are unacceptable under any circumstances:

• Bullying

• Theft

• Vandalism

• Violence

• Sexual behaviour/relationships between students

• Discriminatory behaviour against protected characteristics

Should a child be involved in any of the above they will place their future at Cottesmore School in jeopardy.

There are three other areas which will also be regarded as very serious:

• Persistent disobedience

• Knowingly or carelessly jeopardising the safety and well-being of oneself or others

• Lying or blatant dishonesty If a child is upset or hurt by another child they should report the incident to a member of staff who will deal with the matter appropriately.

Children are encouraged to be tolerant and to resist the temptation to retaliate if hurt

Being Positive – Rewards and Recognition:

Statement

We consider it important that praise and rewards should have a considerable emphasis within the school and pupils will thus achieve recognition for positive contributions to school life. Contributions include sound academic work, effort, good behaviour and adherence to the code of conduct. Attention should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor. It is expected that good standards of behaviour will be encouraged through the consistent application of the school's code of conduct supported by a balanced combination of rewards and punishments, consistent with the school's ethos. It is important to develop and maintain consistency in the application of the reward system.

Aims:

To develop a consistent pattern of rewards, which are known, understood and agreed to by all.

This is achieved in the following ways:

To distinguish between informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards such as the giving of Show Ups and stars, for further agreed aspects of school life.

Examples of situations and circumstances in which formal rewards (End of term Prizes) may be awarded, will be reviewed and agreed upon in consultation with staff. Departments may wish to consider whether or not rewards need to be differentiated for different age groups. (You may also wish to consult and gain the agreement of pupils).

In the Prep school only a list of rewards, both formal and informal, may be drawn up for pupils, in order to support the development of consistency.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons, which should be used as much as possible
- The Headmaster or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- Recognition to be given to success of differing kinds in Chapel Line-Up, Prize Giving or in form time.
- Pupils' work to be displayed as much as possible in order to give recognition to it.
- Use of social media to highlight recent successes through locked accounts.

Sanctions:

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements of the code of conduct.

An appropriate sanction is one which is designed to put matters right and to encourage better behaviour in future. Thus, it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil or pupils.

The Pre-Prep

A reflective 'time-out' system is used in the Pre-Prep for all children in Reception to Year 3.

If a child behaves in a way that is inappropriate they will be given a three minute time-out as important reflection time and the teacher will explain why the child's behaviour is not appropriate. If the behaviour does not improve the child may have additional time-out and a discussion with parents will take place.

In the Pre-Prep it is important that children are talked through their behaviour and given guidance on how to deal with the problem, should it arise again. More serious offences and repeated poor behaviour will result in the child having to see the Head of the Pre-Prep or the Deputy Head to explain their behaviour.

The Prep

Demerits are given to pupils as punishment for inappropriate behaviour, lack of work or a lack of general sensitivity to other people in our community. Teaching staff giving 3 Demerits will result in a 'Stripe'.

Stripes are given for more serious offences and result in an email being sent to the Deputy Head via iSAMs and the child will miss their free time, often in the evening, while completing a comprehension. All disciplinary incidents that merit Demerits and Stripes are logged. Any issues arising are discussed at the weekly morning staff meeting. This ensures all staff are aware of any child who is having a particularly troubled time. The Deputy Head is responsible for keeping a record of the log.

If a child is badly behaved for whatever reason a judgment of how serious it is will be made. The following sanctions are imposed in order of severity:

• Firstly, talking with the child. This should always take place and there are many occasions when this may be sufficient. This is an important part of our pastoral care and our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them.

• A small punishment where possible this should be immediate and useful. The writing of lines should never be given as a punishment and children with any form of learning difficulty should not normally be given a written task as a punishment.

Most punishments will need supervision or checking by the member of staff involved. Staff must make sure that the child is free to do the punishment and not involved in

another activity. Punishments should not clash with activities etc. unless they have been agreed in advance with the member of staff concerned.

• Satis Card - If a child continues to accumulate Stripes then a weekly Satis Card may be issued by the Form Teacher in consultation with the Deputy Head.

• Referral to the Deputy Head - Although all staff are expected to take responsibility for most behaviour, and to deal with it accordingly, they may wish to refer a child to the Deputy Head. This can be used to defuse a difficult situation, to explore the sanctions options available in a particular case or when the behaviour is such that the Deputy Head or Headmaster is likely to consider contact with parents.

The Headmaster is informed by the Deputy Head regarding all behavioural issues.

Unacceptable sanctions

No child should be belittled or humiliated particularly by being reprimanded in front of other children or adults. Adults should refrain from shouting at children, particularly in a pejorative way. It is usually more effective to speak quietly and calmly to individual children or groups.

Where Cottesmore has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, Cottesmore will consider requesting an early annual review or interim/emergency review.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equal Opportunities Policy will also be incorporated here. In addition, consistency in the application of sanctions also has a gender-based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

On the use of restricted interventions which include the use of force to restrain, the use of seclusion and non-force related restraint the school will record and report incidents as per the guidance 'Restrictive Interventions including use of reasonable force in Schools' published in April 2026.

School will also have additional consideration for SEND pupils and protected characteristics.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

See Appendix 3 for our Exclusions Policy.

Cottesmore's Behaviour, Rewards, and Sanctions

Rewards

- Stars
- Dorm Star of the Week
- Golden Tickets
- Pantry Duty rewards
- Friday Lunch Bars
- Sunday Sweets
- Dorm Competitions
- Stay Ups

Sanctions

- Pantry duties (without reward)
- 7.15s
- Stripes
- Soup (detention)

All sanctions must:

- Be **proportionate, explained, and age-appropriate**
- Never be humiliating or excessive
- Be recorded appropriately
- Follow the School Behaviour Policy
- More serious sanctions require consultation with the Head of Boarding or senior leadership.

Further Guidance:
This policy should be read alongside the DfE non-statutory guidance 'Behaviour and Schools' (2022). In particular, notice should be taken of the following as suggested in the ISI Regulatory Handbook (2026):

(a) duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils;

(b) support
systems for pupils;

(c) liaison with parents and other agencies;

(d) managing pupils' transition;

(e) disciplinary action against pupils who are found to have made malicious accusations against staff.

Monitoring:
Headmaster
Deputy Head
Director of Studies
Heads of Department

Appendix 1: Use of restrictive interventions, including reasonable force, in schools (restraint) Policy

POLICY STATEMENT

The school does not allow any form of physical (corporal) punishment against pupils and regards this as being completely unacceptable. However, the school does recognise that in extremely rare cases physical restrictive interventions/reasonable force/restraint may be necessary to ensure the health and safety of pupils and colleagues and defuse an incident of extreme behaviour.

In EYFS reasonable force may be used to intervene when children are learning how to share and there is a danger of a child being hurt.

Parents will always be contacted in the event of restrictive interventions/reasonable force/restraint being used in school. The school abides by the advice given by the DfE.

They must all be reported to the Head/Deputy Head and the Deputy Head/DSL keeps a record of when restrictive interventions have been used. Any incident involving restraint would be reviewed with staff to ensure learning and improvement.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Circumstances when reasonable force/restraint or restrictive interventions could be used:

• **Planned physical interventions (where incidents are foreseeable)**

Occasionally, it may be considered in the best interests of the pupil to accept the possible use of reasonable force/restrictive physical intervention as part of a therapeutic or educational strategy. For example, the best way of helping a pupil to tolerate other children without becoming aggressive might be for an adult to 'shadow' the pupil and to adjust the level of any physical intervention needed according to the pupil's behaviour.

• **The use of force in emergency situations (which cannot reasonably be anticipated)**

Emergency use of reasonable force/restrictive physical interventions may be required when pupils behave in ways that have not been foreseen by a risk assessment. The

use of force by staff can be justified if reasonable to use it to prevent injury or serious damage to property, or to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school. The force used must be reasonable. It should be commensurate with the desired outcome and the specific circumstances in terms of intensity and duration. Before using restrictive physical intervention in an emergency, the member of staff concerned should be confident that the possible adverse outcomes associated with the intervention (for example, injury or distress) will be less severe than the adverse consequences which might have occurred without the use of a physical intervention.

DfE Guidance

DFE *Restrictive interventions, including use of reasonable force, in schools* (April 2026) guidance uses the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion.

As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

DfE guidance on this area states examples of use of reasonable force as being to:

• remove disruptive children from the room where they have refused to follow an instruction to do so

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

• restrain a pupil at risk of harming themselves through physical outbursts.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Schools cannot:

• use force as a punishment - **it is always unlawful to use force as a punishment.**

It is good practice for a member of staff who has used physical force to report the matter to the Headmaster as soon as possible and for the Deputy Head to report to the parent as soon as possible (preferably that day) that restraint has been used.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Please see guidance (April 2026):

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Is it necessary?

Staff should consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Staff should assess whether the use of reasonable force and/or other restrictive interventions is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address. Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing. Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and

respond. Staff should seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped. This list of factors is not definitive, and consideration must be given to all other relevant factors. Training on the use of reasonable force and other restrictive interventions should support staff in assessing when the need to use force and/or other restrictive interventions is reasonable, which may require a quick decision.

If it is considered necessary, then other factors to consider:

• the pupil's behaviour and level of risk presented at the time of the incident

• the degree of force used

• the effect on the pupil or member of staff

• the child's age and vulnerability (learning needs and disabilities)

Complaints about use of physical force: Any complaint should first be investigated by the line manager of the member of staff concerned and the Deputy Head should be informed. The matter need not be automatically judged as a child protection or disciplinary issue, since the member of staff may well have acted reasonably and lawfully.

Appendix 2: Arrangements for Searching Pupils and their Possessions

POLICY STATEMENT

Cottesmore School is committed to safeguarding and promoting the welfare of the members of its community. Accordingly, there may be occasions when it becomes necessary to search the person, the belongings or, in the case of a boarder, the room of a pupil. Although the general high standards of pupil behaviour and the very good relationships between pupils and staff make it unlikely that searching pupils will be necessary, on occasions when it might be this policy should be followed.

These instructions set out the circumstances in which such searches can be carried out and the means by which it should be done, in accordance with the Education and Inspections Act 2006 and DfE Guidance for Schools on Screening, Searching and Confiscation (February 2014/Updated July 2022) and DfE Behaviour and Attendance.

The fundamental principles are:

1. Act with due care, consideration and sensitivity and remain mindful of the need to respect privacy; particular thought should be given to boarders for whom, during term time, the School is their 'home'.

2. Remember that the need to protect persons/property from injury/damage and from loss is paramount and that this duty of care can in certain circumstances override all other protocols.

The people in the school who can carry out any such search are the Headmaster, members of SMT or, in the case of a boarder, the Head of Boarding/Matron of the pupil concerned. (In exceptional circumstances, such as a school trip, the Headmaster may authorise others to carry out such a search)

Search of a Pupil

• In all circumstances the consent of the pupil to any search should be requested.

• A second adult witness should always be present.

• Incident reports must be submitted about any such search, listing all the main details:

- o The reason for the search taking place
- o The date and time of the search
- o The results of the search
- o All staff involved
- o Other agencies involved
- o The outcome (including any disciplinary action taken in respect of that pupil)

• Affected pupils' parents should always be contacted after any search, regardless of the outcome.

• School staff can search pupils with their consent for any item which is banned by the school rules.

• Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his/her pockets or if the teacher can look in his/her locker/bag/cupboard/room

• If the pupil refuses to comply, this is not necessarily an admission of guilt; however the matter should be referred to a senior member of staff if appropriate.

• Items that can be searched for under these powers include any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property (referred to as prohibited items).

• The search should always be carried out in the presence of another adult witness. Every attempt should be made to ensure that one member of staff present is the same gender as the pupil.

• The search may be carried out if you have reasonable grounds of suspecting that a pupil is in possession of a prohibited item.

• If a pupil is suspected of carrying a prohibited item he/she should be asked, in the presence of a second adult witness, to empty his/her pockets.

• Staff should not touch the pupil but are allowed to ask him/her to remove any outer clothing in order to conduct the search. (Outer clothing refers to any item which is not immediately touching the skin.).

• If this fails and possession of such items is still strongly suspected, he or she should then be told that the police will be called, who are allowed to conduct a personal search if they believe that a crime has been committed. (Parents will be contacted as appropriate).

Search of a pupil's possessions

• There may be circumstances in which staff wish to search a pupil's personal property, such as a bag, mobile phone or locked box.

• Under common law powers, if a pupil consents any item may be searched for.

• If a pupil does not consent to a search, it is only possible to search for the prohibited items listed earlier.

• Any such search must be witnessed by a second adult and, ideally, the pupil. Proper records should be kept.

• Those authorised to carry out searches may search school property, such as a pupil's locker or desk, if they believe prohibited items to be stored there.

• Prior consent can be sought, but individuals should be made aware that the school may still proceed with a search even if consent is refused.

• The decision to go ahead in such circumstances would have to take into account the likelihood of an offence having been committed.

• A second adult witness should always be present and, if possible, the pupil concerned.

• For less serious items, the same rules apply as above, but the extent and nature of the search should be proportionate to the value of the item sought and the likelihood of the item being found.

• Great care must be taken to avoid persistent targeting of individuals where allegations of victimisation or discrimination might arise.

• Forcible entry into locked school property is only justified in extreme circumstances and would also need the authorisation of the Headmaster.

This policy on searches of pupils and their belongings applies at all times, irrespective of whether the pupil is on the school premises or on a school trip.

If the latter occasion arises, the adult in charge of the trip should make an effort to contact either the Emergency Contact (a designated member of SMT) to obtain authorisation. If this proves impossible and the circumstances are such as to make a search necessary, the adult in charge is empowered to carry out such a search, following all the above procedures. A second adult should act as a witness. Full notes must be kept and an incident report submitted in due course. This will be kept by the DSL (Deputy Head) in the Child Protection file.

Confiscation

The same applies to confiscation: such items found in school or on a pupil's person may be confiscated for a time. Any valuable item confiscated should be kept safe and the details of the confiscation (item, date, time, location, owner, reason, etc) logged. An indication should be given at the time of confiscation to the pupil by the member of staff who has confiscated an item of when the item is likely to be returned. The duration of a confiscation should be reasonable and proportionate and, as in all matters, not unduly (or necessarily at all) punitive. 48 hours might be a reference-

point for a confiscation period. Consideration should be given to the possible consequences of keeping the item and the pupil apart (for instance travel safety in the case of a confiscated mobile phone).

Appendix 3

Cottesmore School Prep Exclusions Policy

1. Introduction

1.1 Scope:

This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be excluded from Cottesmore School ('the school'), or required to leave permanently for misconduct or other reasons. The policy applies to all pupils at the school but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by his/her parents. This policy can be made available in large print or other accessible format if required.

1.2 Interpretation:

The definitions in this clause apply in this policy.

Headmaster: references to the Headmaster may include the Deputy Head.

Parent: includes one or both of the parents, a legal guardian or education guardian.

Exclusion: means a dismissal from the School following serious misconduct formally recorded.

Removal: means that a pupil has been required to leave, but without the stigma of exclusion.

2. Policy statement

2.1 Aims:

The aims of this policy are:

• to support the School's behaviour and discipline code

• to ensure procedural fairness and natural justice

• to promote co-operation between the School and parents when it is necessary for the School that a pupil should leave earlier than expected.

2.2 Misconduct:

The main categories of misconduct which may result in exclusion or removal include but are not limited to:

• persistent attitudes or behaviour which are inconsistent with the School's ethos

• serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises.

2.3 Behaviour related to a disability:

The School will make reasonable adjustments for managing behaviour, which is related to a pupil's disability. Where exclusion needs to be considered, the School will ensure that a disabled pupil is able to present their case fully where their disability might hinder this.

2.4 Other circumstances:

A pupil may be required to leave if, after all appropriate consultation, the Headmaster is satisfied that it is not in the best interests of the pupil, or of the School, that he/she remains at the School.

3. Procedure

3.1 The procedure:

The procedure followed by the School in cases where a sanction of exclusion or required removal may be imposed by the Headmaster are summarised in the school's exclusion policy.
The three stages of this procedure are as follows:

3.1.2 Investigation procedure

3.1.3 Disciplinary meeting with the Headmaster

3.1.4 Head of Governance Advisor’s Review Hearing

Document Review Dates

- Last updated by Head 10/11/2026
- Last reviewed by Proprietor 10/11/2026
- Next review by Head and Proprietor 10/11/2027