



Marlborough House
Vinehall
A REPTON SCHOOL

BEHAVIOUR MANAGEMENT POLICY (Prep)

References

- A. Statutory Framework for the Early Years Foundation Stage, DfE (September 2026)
- B. Use of Reasonable Force and Other Restrictive Interventions, DfE (effective 1 April 2026)
- C. Searching, Screening and Confiscation, DfE (July 2023)
- D. Keeping Children Safe in Education (KCSIE), DfE (September 2026)
- E. Equality Act 2010
- F. The Education (Independent School Standards) Regulations 2014

Version Control

Issue / Version Number	1.4
Policy Author	Senior Deputy Head
Key Staff	SLT; Form Tutors; all pupil-facing staff; Designated Safeguarding Lead (DSL); SENCo
Review Frequency	Annually
Next Review Date	Autumn Term 2027
Approved by (SLT Member)	Head
Ratified by & Date (Committee)	Pastoral & Safeguarding Committee, Spring 2026
Published	Internal and Website

Summary of changes in this version (October 2026)	Following the October 2026 policy assurance and inspection-readiness review: • New sections on Equality, SEND and Reasonable Adjustments (section 6) and Behaviour and Safeguarding, including DSL referral routes (section 7). • Expanded Suspension and Permanent Exclusion arrangements (section 12). • New Monitoring, Oversight and Governor Reporting section (section 13). • Roles and responsibilities and a linked-policy table added (sections 1.2 and 5). • Searching and screening section clarified, including electronic devices and the witness requirement (section 9). • Reasonable force wording aligned with the policy's "last resort" principle (section 8). • Single review date confirmed; references and drafting errors corrected.
Earlier updates (for reference)	Rewards and Sanctions rewritten September 2025 for the launch of the new school; warning categories refined January 2026; Positive Handling updated May 2026 for the April 2026 DfE guidance; August 2026 update to the Code of Conduct, detention reasons, withdrawal from class, iSAMS, searching and screening, KCSIE 2026, staff low-level concerns, reporting and monitoring, and reasonable force considerations.

1. Introduction

Marlborough House Vinehall aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. The school aims to teach trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. The school develops qualities of teamwork and leadership through its extensive programme of extra-curricular activities.

Marlborough House Vinehall is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, equipped to take their place in the modern world.

As a school we aim to:

- Provide an excellent all-round education, both academically and through an impressive range of extra-curricular activities, with opportunities for all and for those who are especially talented to reach the highest levels of attainment.
- Develop in each child independence, commitment and enthusiasm.
- Foster a spirit of mutual respect and kindness and encourage everyone to do their best for the community.
- Encourage every child to participate fully in life and to learn about themselves and their place in the world.

A synopsis of this policy is provided in the Parents' Handbook. The full document is available to parents on the website or on request from the Front Office.

1.1 Scope

This policy applies to all pupils in the Prep School and to all staff, volunteers and others who have been placed in charge of pupils, including on school trips, visits and residentials. It applies on the school site, off-site, and to online conduct that affects the school community or the good order of the school. Behaviour arrangements for Pre-Prep and EYFS pupils are set out separately, in line with the EYFS statutory framework, and the Senior Deputy Head and Head of Pre-Prep share oversight of behaviour data across the school.

1.2 Policy Relation

This policy sets out the school's principles and overall framework for behaviour. The documents below provide further detail. Where this policy and a linked document appear to conflict, staff should seek clarification from the Senior Deputy Head or DSL, and the requirement that better protects the pupil applies in the meantime.

Document	Relationship to this policy
School Rules and Expectations	The practical rules pupils follow day to day. This policy explains how they are promoted and enforced.
Rewards & Sanctions	The detailed operation of house points, warnings and detentions. Sections 10 and 11 of this policy set the framework
Positive Handling	The operational detail for physical contact, physical intervention and restrictive intervention. Section 8 sets the principles, recording and review requirements.
Safeguarding and Child Protection Policy	Takes precedence where behaviour raises a safeguarding concern, and sets the route for allegations and low-level concerns about staff (sections 7 and 14).
Policy for the Prevention of Bullying	Applies to bullying, including cyber-bullying and prejudice-based bullying, alongside the sanctions in this policy.
Parental Complaints Procedure	How parents can raise concerns about behaviour decisions, including suspension and exclusion.

2. Code of Conduct

At Marlborough House Vinehall we see education as a partnership in which governors, staff, parents and pupils work constructively together to promote the values of the school as enshrined in our aims and ethos. Our staff are committed to excellence, aiming to achieve a spirit of trust, respect and co-operation. We expect the highest standards of behaviour inside and outside the classroom, outside the school, and in any written or electronic communication concerning the school.

We aim to raise the aspirations of all our pupils and to help them appreciate that there are no barriers to their potential achievements, either inside or outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

We promote and reward good behaviour and self-discipline through praise and encouragement and by fostering a spirit of mutual respect. This is supported by the House system, a powerful

motivator for good work and behaviour, together with the scale of rewards and sanctions that accompanies it. The role of staff as positive role models for pupils reinforces the values of the school and cannot be overstated.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's rules and expectations as set out in assemblies and form tutor periods, and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone at Marlborough House Vinehall has the right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated; see the Policy for the Prevention of Bullying, which is available to parents on the website. The school is strongly committed to promoting equal opportunities for all.

We expect pupils to be ready to learn and to take part in the wide variety of activities and opportunities available. They should attend school and lessons punctually with the right equipment and follow the school's attendance and uniform policy.

We expect all pupils to show respect for school buildings, grounds, equipment and furniture, and above all for other members of the school community, whether another pupil or an adult.

We expect pupils to be safety-conscious, whether in or out of the school buildings. This involves observing safety practices (for example in the science laboratories), moving around the school calmly with an awareness of others, and using equipment carefully and sensibly. This also applies on school trips and outings, where pupils are expected to listen to instructions from any member of staff, whether school staff or staff at the venue (for example on a residential trip).

3. Involvement of Parents and Guardians

Parents and guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the community as a whole. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform, dress and appearance, standards of academic work, co-curricular activities and homework.

The Head, for their part, undertakes to ensure that sanctions are applied fairly throughout the school and, where appropriate, after due investigation has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity, and at no time and for no reason will a member of staff administer any form of corporal punishment.

4. Involvement of Pupils

Our experience shows that respect for the school and its ethos is enhanced by listening to our pupils and encouraging constructive suggestions from them, in assemblies, Form Time, and through the School Council and school committees, which meet twice a term. Pupil views are also taken into account when the effectiveness of this policy is reviewed (section 13).

5. School Rules and Expectations

Our aim is to reward and encourage good behaviour, while sanctions help us to set boundaries and to manage challenging behaviour. In this way, we help pupils understand what is expected of them and why sanctions may be imposed for inconsiderate and unacceptable behaviour.

It is not possible to set out every rule that must be obeyed, and rules are subject to change from time to time. Pupils are therefore encouraged to use common sense at all times and to behave in a way that reflects the best interests of the whole community. The sanctions available for breaches of school discipline vary according to the severity of the incident and are set out in section 11.

The Senior Deputy Head oversees this policy in consultation with the Head, the Deputy Head (Pastoral), Form Tutors and other members of staff.

6. Equality, SEND and Reasonable Adjustments

The school applies this policy fairly and without discrimination. In line with the Equality Act 2010, no pupil will be treated less favourably because of a protected characteristic, and the school will make reasonable adjustments for pupils with disabilities. Behaviour is a form of communication, and staff are expected to consider what a pupil may be trying to communicate before deciding on a response.

Before applying a sanction, staff should consider whether the behaviour may be linked to:

- special educational needs or disability (SEND), including autism, ADHD, speech and language needs or sensory needs;
- social, emotional or mental health (SEMH) needs, including anxiety, bereavement, trauma or changes at home;
- a medical condition or medication;
- English as an additional language, or a misunderstanding of expectations;
- a protected characteristic, or an incident of prejudice or discrimination directed at the pupil; or
- a safeguarding concern (see section 7).

The school will:

- make reasonable adjustments to expectations, rewards and sanctions where a pupil's needs require it, and record these in the pupil's support plan, Monitoring Card or Individual Behaviour Plan;
- consult the SENCo before applying a detention, Head's Detention, withdrawal from class or suspension to a pupil with identified SEND or SEMH needs;
- not sanction behaviour that arises from a pupil's disability unless the Senior Deputy Head, having taken advice from the SENCo, is satisfied that the response is proportionate and that adjustments have been considered first;
- take particular care with vulnerable pupils, including those with SEND, those subject to a safeguarding concern, and those whose circumstances make them more likely to be disadvantaged by a sanction;
- involve parents and, where appropriate, the pupil in agreeing support and adjustments; and
- monitor sanctions for patterns that may indicate unfair or disproportionate treatment of any group (section 13).

7. Behaviour and Safeguarding

Behaviour can be an indicator of harm. Changes in behaviour, persistent or escalating behaviour concerns, aggression, withdrawal, self-harm, absconding, sexualised behaviour or concerning behaviour online may signal abuse, neglect, exploitation, mental health difficulties or risks

outside the school (contextual safeguarding). This section should be read with the Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

7.1 Reporting to the DSL

- Any member of staff who is concerned that a pupil's behaviour may indicate a safeguarding issue must share that concern with the DSL (or a deputy) promptly, and on the same day wherever possible, following the Safeguarding and Child Protection Policy. Staff must not wait for the sanctions process to run its course and must not investigate for themselves.
- Behaviour concerns should never be treated as a behaviour matter alone where there is any suspicion of harm.

7.2 Patterns of behaviour

The DSL will be informed when a pupil:

- receives repeated red warnings or repeated detentions;
- receives a Head's Detention;
- is placed on a Monitoring Card or an Individual Behaviour Plan;
- is withdrawn from class more than occasionally; or
- is the subject of a suspension or a proposed exclusion.

The DSL and pastoral team will consider whether there is an underlying safeguarding or welfare need, and the outcome will be recorded.

7.3 Incidents that must be handled as safeguarding matters

Allegations of abuse, peer-on-peer abuse (including sexual harassment and sexual violence), bullying, discriminatory or prejudice-based incidents, and serious online incidents are managed under the Safeguarding and Child Protection Policy and the Policy for the Prevention of Bullying. The behaviour sanctions in this policy may also apply, but they do not replace the safeguarding response, which is led by the DSL.

7.4 Physical intervention, searches and confiscation

- Records of physical intervention and restrictive intervention are reviewed by the DSL for safeguarding trends, such as pupils who are repeatedly restrained, staff who are repeatedly involved, and recurring times or locations.
- Where a search or confiscation reveals an item suggesting that a pupil may be at risk or may be harming others (for example weapons, drugs or indecent images), the DSL will be informed.

7.5 Concerns about the conduct of staff

Any concern about the way a member of staff has managed a pupil's behaviour, including the use of force, must be reported in line with section 14.

8. Positive Handling, Physical Intervention and Restrictive Intervention

Positive handling will only be used as a last resort, when all other behaviour management strategies have failed and pupils, staff or others are at risk, or where there is a risk of significant damage to property.

The school recognises its duties under the DfE guidance *Use of Reasonable Force and Other Restrictive Interventions* (effective 1 April 2026) and is committed to ensuring that any use of

force or restrictive intervention is lawful, proportionate, necessary and in the best interests of the child and the wider school community. Our approach prioritises de-escalation, prevention, safeguarding, minimising restriction, protecting dignity and promoting the welfare of all pupils. Restrictive interventions will only be used when absolutely necessary and for the shortest possible time.

8.1 Definitions

- **Physical contact:** appropriate contact between staff and pupils, for example in Games and PE lessons, to comfort or reassure pupils, or to support a pupil in distress.
- **Physical intervention:** used to divert a pupil from a destructive, disruptive or unsafe action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- **Positive handling / restrictive intervention:** the use of reasonable force or restrictive intervention where there is a risk of harm to pupils, staff or others, or of significant damage to property.

Incidents of positive handling/restrictive intervention are recorded and reviewed.

8.2 Use of reasonable force

All members of staff have a legal power to use reasonable force where necessary. This may also apply to people the Head has temporarily placed in charge of pupils, such as volunteers or parents accompanying a school visit. In law, force may be used to prevent a pupil from hurting themselves or others, damaging property, committing an offence, or causing serious disruption to good order and discipline. At Marlborough House Vinehall, force will be used to address disruption only where it is also necessary to maintain the safety or welfare of pupils and staff, and never simply to secure compliance. Whether to intervene is a matter for the professional judgement of the member of staff, depending on the individual circumstances.

Examples where intervention may be appropriate include:

- preventing a pupil leaving a classroom or area where doing so would risk their safety or the safety of others;
- preventing a pupil from attacking a member of staff or another pupil;
- stopping fights;
- restraining a pupil at risk of harming themselves through physical outbursts; and
- preventing behaviour that is disrupting a lesson, event, trip or visit where it also creates a risk to safety or welfare.

Any intervention must always be proportionate, legal, accountable, necessary, reasonable and the least restrictive option available. Restrictive interventions must never be used as a punishment.

8.3 When force is reasonable

Positive handling or restrictive intervention can only be considered reasonable if:

- it is warranted by the circumstances of the incident;
- it is proportionate to the seriousness of the behaviour or the risk presented;
- it represents the minimum force necessary to achieve the desired outcome;
- the pupil's age, understanding, medical needs, SEND needs, SEMH needs, protected characteristics, gender, disability and vulnerability have been taken into account; and
- it is likely to achieve the intended result safely.

Where the need for restrictive intervention can reasonably be anticipated, for example with an identified pupil or a known trigger situation, an appropriate risk assessment and behaviour support strategy should be in place. Wherever possible, assistance should be sought from another member of staff before intervening.

Intervention may involve staff physically interposing themselves between pupils, blocking a pupil's path, escorting a pupil or shepherding a pupil away from a situation of risk. This is not a definitive list. Staff should take reasonable steps to avoid injury to themselves or others, and any restrictive intervention should cease as soon as the risk has reduced sufficiently.

Whenever restrictive intervention is used, staff should continue to communicate calmly with the pupil, preserve the pupil's dignity and welfare, and give the pupil opportunities to regain self-control as quickly as possible.

8.4 After an incident

- the pupil will be offered an opportunity to debrief once calm;
- the staff involved will review the incident;
- parents will normally be informed;
- appropriate support and follow-up measures will be considered, including any need for a risk assessment or behaviour support plan; and
- if an allegation is made against a member of staff, it will be handled under the Safeguarding and Child Protection Policy (section 14).

8.5 Recording and monitoring

Where positive handling or restrictive intervention has been used, a written record must be completed as soon as possible, normally on the same day. The record should include:

- the name of the pupil;
- the date, time and location of the incident;
- details of the behaviour leading to the intervention;
- de-escalation strategies attempted;
- the names of staff involved;
- the nature and duration of the intervention;
- any injuries sustained;
- how the incident was resolved;
- any follow-up action or sanction; and
- the effectiveness of the intervention.

Records are reviewed by the DSL, the Senior Deputy Head and the Head of Pre-Prep. How these records are monitored and reported to Governors is set out in section 13.

9. Searching, Screening and Confiscation

Searching and screening at Marlborough House Vinehall is carried out in line with the DfE guidance *Searching, Screening and Confiscation* (July 2023) and alongside Keeping Children Safe in Education.

9.1 When a search may take place

School staff may search a pupil or their possessions where the pupil consents, or where an authorised member of staff has reasonable grounds to suspect that the pupil may possess a

prohibited item or an item banned under the School Rules. The Head authorises the members of staff who may carry out searches. Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article reasonably suspected of having been, or being likely to be, used to commit an offence or to cause personal injury or damage to property.

9.2 How a search is conducted

Staff will explain the reason for the search, what is being searched and what may happen if a prohibited item is found, and will encourage the pupil to cooperate voluntarily. Searches will be carried out in a respectful, private and dignified manner and as follows:

- a search of a pupil's person will be carried out by a member of staff of the same sex as the pupil, with a second member of staff present as a witness (wherever possible also of the same sex);
- a pupil's possessions, including bags, lockers and desks, will be searched in the presence of the pupil and another member of staff, except where there is a risk of serious harm if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff;
- searches will normally be limited to bags, lockers, desks, coats, outer clothing and pockets; and
- searches involving the removal of clothing other than outer clothing will not be carried out by school staff.

The school will take particular account of a pupil's age, SEND, vulnerability and safeguarding needs when deciding whether and how to carry out a search. Parents will normally be informed where a search without consent has taken place or where prohibited items are found, unless doing so would place a pupil at greater risk. A written record will be made of significant searches, particularly searches without consent. The DSL will be informed where a search raises a safeguarding concern (section 7.4).

9.3 Electronic devices

Where there are reasonable grounds to suspect that a device has been, or could be, used to cause harm, to disrupt teaching or to break the School Rules, the Head or an authorised member of staff may examine the data or files on it. Data may only be deleted where there is good reason to do so. If a device is found or suspected to contain an indecent image of a child, or other evidence of a criminal offence, staff must not view, copy, share or delete the content. The device should be secured and the matter referred to the DSL immediately, who will follow current national guidance on sharing nudes and semi-nudes and involve the police where appropriate.

9.4 Confiscation

School staff may seize, retain or dispose of any prohibited item found as a result of a search. Staff may also confiscate any item considered harmful, unsafe or detrimental to school discipline. Illegal or dangerous items may be handed to the police where appropriate.

10. Rewards

House Points

House Points are awarded for good work and positive contribution around the school. Each House Point carries a +1 for the House Race. House Points are entered on the school database by the teacher or inserted into the pupil's prep planner. There are end-of-term prizes for the individual with the most House Points over the term.

Good Person Break

When pupils achieve a target number of House Points over the year (25, 50 or 75), they are invited to a special break-time celebration in the Melon Garden.

Form Shields

As well as counting towards the house totals, a weekly form shield is awarded to the form with the best average per pupil for that week. The Gordon Shield for Juniors and the Robinson Shield for Seniors are awarded at assembly and displayed in the winning form rooms for one week.

House Rewards

The weekly totals of House Points are announced at assembly each week. There is a House Cup and a Winning House Treat at the end of each term.

Head's Commendation

Commendations (Merits) recognise significant effort or achievement, for example over and above a teacher's expectations. They are recorded on the school database and awarded in assembly each week. Children who win a number of Commendations over the year are awarded a Book Prize at Prize-Giving.

The House System

Each child is allocated to one of four houses. This is a vertical grouping system, and we aim to keep a balance of gender in each year group in each house. A shirt in the house colour is worn for house competitions and on Sports Day. There is a weekly house meeting with teachers who represent the house, at which House Points and progress are discussed. The house system aims to encourage healthy and positive competition, co-operation, teamwork and loyalty.

House	House Colour
Ashton	Blue
Paxton	Green
Rushton	Red
Saxton	Yellow

Colours

Colours are the highest award that can be bestowed on a pupil during their time in the school. They can be awarded for Academics, Sport, Creative Arts or Performing Arts. Teachers nominate a pupil who they feel has met the Colours criteria, and the decision is reached by the Colours Committee. Half and Full Colours are available for Years 7 and 8.

11. Sanctions

Good behaviour leads to good learning. Positive reinforcement is one way staff develop a culture that is positive and affirming. However, staff sometimes have to deal with more difficult behaviour. To do this, we use a system of coloured warnings that prompts pupils to take responsibility for their actions and make the necessary changes. The system is used consistently across the whole Prep School.

11.1 Fair application

- Sanctions are proportionate to the behaviour and applied consistently and fairly, after due investigation where appropriate, with the pupil given the chance to explain what happened.
- Staff consider the pupil's needs and any adjustments before applying a sanction (section 6) and share any safeguarding concern with the DSL (section 7).
- No sanction will be unlawful or degrading, and corporal punishment is never used.
- In applying sanctions, especially those with serious consequences, the school takes reasonable steps to avoid placing children at a disadvantage compared with other children.
- Red Warnings, Detentions and Head's Detentions are recorded on iSAMS, which provides a record of ongoing misdemeanours, helps to establish trends or patterns in a child's behaviour and gives important background when dealing with parents. This data is monitored as set out in section 13.

11.2 The sanctions scale

Step	What it means
Green	Status quo: everything is running fine. No warnings in place.
Orange	Given for incidents or patterns of behaviour where a clear warning needs to be given, for example when gentle warnings have been given but the poor behaviour continues.
Red	Given for incidents or patterns of behaviour where a significant warning needs to be given, for example when orange warnings have been given but the poor behaviour continues. Red warnings are also given for more serious misbehaviour such as rudeness, unkindness and the deliberate breaking of School Rules.
Detention	A break spent in detention, where the reasons for the sanction are discussed with the Senior Deputy Head. Pupils may work through reflection papers. Parents are informed. Detentions are given where a pupil has demonstrated particularly unwelcome behaviour or has not changed their behaviour after being given a red.
Head's Detention	A further step for more serious situations. The pupil(s) spend time with the Head reflecting on the behaviour that led to a specific incident. The Head informs parents and explains that after two such detentions this would lead to suspension from school.

11.3 Further support and measures

Monitoring Card. Where there are concerns about a pupil's deteriorating performance or behaviour, the Form Tutor and the Deputy Heads may agree that the pupil will be placed on a Monitoring Card. It targets specific areas for improvement, is shared daily with the pupil and

Form Tutor, and is circulated to all staff involved with the pupil. Parents are advised by the Senior Deputy Head. The DSL is informed (section 7.2).

Individual Behaviour Plan (IBP). In exceptional circumstances, where a pupil does not appear to be responding positively to the normal system of rewards and sanctions, the Deputy Head (Pastoral) may draw up an IBP, in consultation with the SENCo and DSL where appropriate. The IBP is circulated to all staff involved with the pupil and shared with the pupil and parents.

Withdrawal from class. It is not generally considered necessary for a child to be sent out of class. However, there are times when, for the good of the child or the rest of the class, this may be necessary. The child will be supervised by another member of staff, perhaps in another classroom, and must not be left unsupervised. Staff should make an entry on iSAMS, and the withdrawal should be followed by a pastoral conversation with the child to help him or her understand the reasons and to debrief.

It is recognised that if a child is repeatedly in trouble there may well be reasons behind the disturbed behaviour. Wide consultation is important, and counselling is available to children when it is felt to be appropriate. Pupils are frequently discussed at staff meetings, and staff can use this forum to discuss support for individuals.

12. Suspension and Permanent Exclusion

Although rare, there may be times when a fixed-term exclusion (suspension) is given for a serious offence or for a lack of response to previous sanctions. Permanent exclusion, or an agreed withdrawal of the child from the school, is a last resort in extreme circumstances. These arrangements should be read with the Parent Contract and the Parental Complaints Procedure.

12.1 Principles

- The Head makes decisions on suspension and permanent exclusion. Each case is considered individually and on its own facts.
- Before any decision, the Head will consider the pupil's age, SEND, SEMH needs, vulnerability and any safeguarding concerns (sections 6 and 7), and will take advice from the DSL, SENCo and Deputy Head (Pastoral) as appropriate.
- Exclusion will not be used as a way of avoiding a fair process, and an "agreed withdrawal" will be recorded and reported as an exclusion outcome.

12.2 Process

- **Investigation:** the incident is investigated promptly and fairly. The pupil is given an opportunity to give their account, with appropriate support.
- **Consultation:** the Head will always consult the Chair of Governors before a pupil is permanently excluded or required to leave.
- **Notifying parents:** parents are informed promptly by telephone and then in writing. The letter sets out the reasons for the decision, the length of any suspension, the arrangements for work during the suspension, how parents can make representations, and how they can challenge the decision under the Parental Complaints Procedure.
- **Representations:** where practicable, parents and the pupil are given an opportunity to make representations before the decision is confirmed.
- **During a suspension:** work is set and the pupil's welfare is considered. The DSL is informed.

- **Return to school:** a reintegration meeting is held with the parents, the Senior Deputy Head or Deputy Head (Pastoral) and the pupil, and a support plan is agreed, for example a Monitoring Card or an IBP.
- **Records:** the reasons, evidence, communications with parents and outcome are recorded on iSAMS.
- **Review:** all suspensions and permanent exclusions are reported to Governors (without identifying the pupil, except where the Chair of Governors has been consulted) as part of the termly report in section 13. A parent who disagrees with a decision may use the Parental Complaints Procedure.

13. Monitoring, Oversight and Governor Reporting

The school monitors behaviour beyond the recording of individual incidents, so that patterns are identified early, sanctions are shown to be applied fairly, and Governors can hold the school to account.

13.1 Who reviews what, and when

What is reviewed	Who	How often
Rewards, warnings, detentions and withdrawals from class (iSAMS)	Form Tutors; Senior Deputy Head	Ongoing; patterns raised weekly
Concerning behavioural patterns in individual pupils	Pastoral team, including the DSL and Senior Deputy Head	Weekly pastoral briefings
Restrictive intervention and physical intervention records	DSL, Senior Deputy Head and Head of Pre-Prep	After each incident, and cumulatively each term for trends
Searches and confiscations	Head and DSL	After each significant search; reviewed each term
Head's Detentions, suspensions and exclusions	Head	After each incident; reported each term
Behaviour data analysis, including fairness and trends	Senior Deputy Head with the DSL and SENCo	Termly
Pupils on Monitoring Cards or IBPs, pupils with SEND, and other vulnerable pupils	Deputy Head (Pastoral) and DSL	Termly
Behaviour and restrictive intervention report	Governors (Pastoral & Safeguarding Committee)	Termly
Policy effectiveness and annual review	Senior Deputy Head; Governors	Annually

13.2 Termly report to Governors

The Senior Deputy Head reports to Governors each term. The report is anonymised and includes, as a minimum:

- The number and nature of physical and restrictive interventions, searches and confiscations;

- bullying, peer-on-peer and prejudice-based incidents, as summarised by the DSL;
- pupils who have repeatedly been sanctioned or have been on a Monitoring Card or IBP, and the support in place;
- the number of behaviour-related concerns referred to the DSL and any trends arising from them; and
- actions taken since the last report and any recommendations.

The governor with responsibility for safeguarding is invited to discuss the report with the DSL, and Governors will ask for further information or action where trends give cause for concern.

14. Staff Conduct, Concerns and Complaints

Staff are expected to apply this policy consistently and fairly, to model the behaviour expected of pupils, and never to use humiliating or degrading responses or corporal punishment.

Concerns about a member of staff. A member of staff who has a concern about the way a colleague has managed a pupil's behaviour, including the use of force, must follow the Safeguarding and Child Protection Policy. Low-level concerns are reported as set out in that policy. Any concern that a member of staff may have harmed a child, or behaved in a way that indicates they may pose a risk to children, is reported to the Head (or to the Chair of Governors if the concern is about the Head) so that it is handled as an allegation under that policy.

Complaints by parents. The school hopes that parents will not feel the need to complain about the operation of this policy and that any difficulty can be handled sensitively and efficiently before it reaches that stage. The school's Parental Complaints Procedure, which applies equally to the Pre-Prep and the Early Years Foundation Stage (EYFS), is on the website and is available from the Front Office on request.

15. Review

This policy is reviewed annually by the Senior Deputy Head and ratified by the Pastoral & Safeguarding Committee. It will be reviewed earlier if there is a change in legislation or statutory guidance, a significant incident, or a recommendation from an inspection or from the monitoring in section 13. Changes made between annual reviews are approved by the Head and reported to the Committee at its next meeting.

Reviewed October 2026. Next review due Autumn Term 2027.